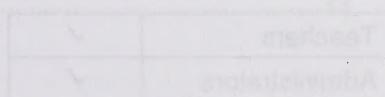


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**Program Unit Funding: A Handbook for ECS Operators in the
2004/2005 School Year**

ISSN: 1481-0476

Additional copies of this handbook are available from:

The Alberta Learning website at: www.learning.gov.ab.ca/funding/specialneeds.asp

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This document is intended for:

Teachers	✓
Administrators	✓

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PROGRAM UNIT FUNDING

PLEASE NOTE:

*throughout this handbook, parent refers to parent(s) or guardian(s).

Overview

Program Unit Funding (PUF) is provided to approved Early Childhood Services (ECS) operators for children with severe disabilities/delays who require additional support beyond that offered in a regular ECS program. Funding is provided for individual PUF programs that meet the educational needs of children with severe disabilities/delays. PUF is available for a maximum of 3 years for each eligible child who is at least 2 years, 6 months of age on September 1 and less than 6 years of age on September 1.

Note

To receive PUF, a child must be eligible, according to the criteria described, for at least one of the severe disabilities/delays described in the Glossary of Terms of the *Funding Manual for School Authorities 2004/2005 School Year*. This funding is in addition to the Base Instruction funding provided for every eligible ECS child with severe disabilities/delays who was registered as of September 30.

- Payment of funding is based on approval of the PUF application.
- An Individualized Program Plan (IPP) must be developed, implemented and regularly revised for each child.
- The child's parent(s)* must be involved in the development of the IPP.
- A budget for each program unit is required as part of the application and must be based on the program outlined in the child's IPP.
- The PUF application should be submitted as early as possible in the school year.
- The deadline for applications is January 4, 2005.
- Revisions after the deadline will be accepted only under extenuating circumstances.
- Applications for children who are diagnosed or registered after January 4 will be accepted until May 1, 2005.

Any questions regarding PUF should be directed to the Special Programs Branch of Alberta Learning at (780) 422-6326 in Edmonton (toll free in Alberta by dialing 310-0000).

ECS Context

The principles ECS operators should use when working with a child are outlined in Alberta Learning's *Kindergarten Program Statement* (revised September 2000). These principles set the context for programs for all children. However, children with disabilities/delays require accommodations and adaptations to programming.

- Young children learn best when programming meets their developmental needs.
- Young children develop knowledge, skills and attitudes that prepare them for later learning.

- Young children with special needs, through early intervention strategies, develop knowledge, skills and attitudes that prepare them for later learning.
- Young children build a common set of experiences through interaction with others.
- Parents have the opportunity for meaningful involvement in the education of their young children.
- Coordinated community services meet the needs of young children and their families.

In addition, as stated in *Early Childhood Services Policy 1.1.3* (April 29, 2002), an approved operator shall:

- accept and organize programming for all children with special needs who meet eligibility criteria, and for whom programming is requested
- develop policy and procedures addressing the special needs component of the ECS Program consistent with Alberta Learning regulations
- consult with and inform parents of all program placement decisions and of all program planning, implementation and evaluation activities directly involving their child
- develop, implement and regularly review an IPP for each child with mild, moderate or severe disabilities/delays and each child who is gifted and talented.

BASIC REQUIREMENTS FOR PROGRAM UNIT FUNDING

Overview

Eligibility to receive funds for a child with a severe disability/delay is based on the following:

- approved operator status
- local ECS special needs policies
- age of child
- severe disability/delay of child
- functioning level of child
- application for Program Unit Funding.

Approved Operator Status

Note Only those ECS operators meeting all terms and conditions for approved status are eligible to receive funds on behalf of children with special needs. Please note that status as a designated special education ECS program requires approval by the director of the Special Programs Branch in addition to approved ECS operator status (please see section 2.3 for private ECS operators and section 1.6 for school jurisdictions of the *Funding Manual for School Authorities 2004/2005 School Year*). For information on seeking approved ECS operator status, please contact one of Alberta Learning's Field Services at:

- (780) 427-2952 in Edmonton
- (403) 297-6353 in Calgary
- Toll free in Alberta by dialing 310-0000.

Local ECS Special Needs Policies

It is expected that ECS operators will develop ECS policies to provide programming for children with special needs. These policies should be consistent with those outlined in *Early Childhood Services Policy 1.1.3* (April 29, 2002) included in the current Alberta Learning Policy, Regulations and Forms Manual. Such policies will include the monitoring and evaluation of Program Unit Funding programs. See Appendix A, page 14 for information on developing local policies.

Age of Eligibility

PUF is available for children with severe disabilities/delays starting at a minimum age of 2 years, 6 months to a maximum age of less than 6 years on September 1. This funding is provided for a maximum of 3 years. The following table outlines the age of eligibility for funding for all types of ECS programs.

AGE OF ELIGIBILITY FOR FUNDING OF ECS CHILDREN	
Eligibility Type	For funding of an ECS program, the minimum age of the child on September 1 of the program year must be:
Child with a severe disability/delay	2 years, 6 months
Child with a mild/moderate disability/delay or child who is gifted and talented	3 years, 6 months
Regular program child	4 years, 6 months
Developmentally immature child	5 years, 6 months

Note: A child with a severe disability/delay is eligible for 3 years of Program Unit Funding.

Care should be taken to ensure that school entry into Grade 1 will follow the third year of Program Unit Funding. The minimum age for school entry may vary among school jurisdictions. ECS children who meet the age requirement listed above are eligible for ECS Base Instruction funding, if registered on or before September 30.

Responsibility for Eligibility

The ECS operator is required to make decisions regarding the severity of the disability or delay based on information and documentation from qualified specialists. A list of the eligible severe disabilities/delays is included in the Glossary of Terms in the *Funding Manual for School Authorities 2004/2005 School Year*.

Functioning Level of Child

Note

Although the ECS operator is required to make decisions regarding the severity of the disability or delay, it is the extent to which the child can function in the ECS program that is most important in determining the child's programming needs. In the event of uncertainty, ECS operators may contact the Special Programs Branch for advice and/or pre-approval.

Program Unit Funding is designed to provide additional and educationally relevant supports and services that would not normally be available in the ECS classroom. In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance, especially for large blocks of time.

- Focused intervention provided in a small group.
- Strategic use of educational assistant time.
- Peer model instruction.
- Environmental supports for social/survival skills (e.g., visual schedules, well established routines, warnings of transition, visual cues, adapted furniture, use of physical boundaries to define space, etc.).
- Embedding IPP goals in ongoing routines and activities.

Application for Program Unit Funding

To receive Program Unit Funding, ECS operators must submit a completed Program Unit Funding application. Detailed information on completing the application follows on pages 5–11.

COMPLETION OF PROGRAM UNIT FUNDING APPLICATION FORM

The following information is provided to assist ECS operators in completing a Program Unit Funding application. Program Unit Funding System (PUFS) is available for ECS operators to complete their PUF application and submit it electronically to Alberta Learning. PUFS is a web-based application program. Procedures related to the online application process are automatically applied through the PUFS program. For additional information on PUFS contact School Finance at (780) 427-2055 or toll-free at 310-0000.

Declaration Page

On the declaration page, the ECS operator declares that the following criteria have been met.

- Parent Involvement — Parents are an integral part of the planning and decision-making process. They must be involved in and informed of all aspects of their child's program. Specifically, they must be fully aware that an IPP is in place and that an application for PUF is being submitting.
- Screening and Assessment — Written documentation provided by a qualified specialist is required and must identify the severe disability/delay of the child according to the criteria (see the Glossary of Terms in the *Funding Manual for School Authorities 2004/2005 School Year*). This documentation must reflect the current functioning level of the child to confirm that the child continues to qualify for funding. For the claim to be processed, the operator must submit a summary form containing diagnosis and assessment results (see Appendix B) or actual assessment report(s). **Applications that are submitted without the necessary eligibility documentation will not be processed.**
- Development of IPP Goals — The ECS operator must develop measurable goals and objectives. Goals should be consistent with the child's assessed area of need. Programming should be based on the principles from the *Kindergarten Program Statement* (Revised September 2000) that are printed on pages 1-2 of this *Handbook*.
- Teacher-directed Program — It is essential that a certificated teacher be directly involved in all aspects of the child's program. The child's program activities should be integrated into the regular classroom as much as possible. Support from specialists and other appropriate personnel can assist in the delivery of the child's program.
- Consultative Assistance — Appropriate print resources and professional development opportunities, such as special education conferences, inservice activities and support groups should be made available to staff and parents.
- Support Services — Each child should be provided with the services necessary to meet their program needs. The model of service delivery should be consistent with the needs of the child, best practice and the availability of resources. Services should be delivered in the most natural setting possible.
- Case Conferences — Regular discussions, in consultation with the parents, should be held to evaluate each child's program and decide where change is needed. Case conferences may include one-on-one discussions, small group meetings, extended group meetings or specialist meetings.

Funding Ceiling

Since PUF is intended to meet each child's individual needs, it provides for flexibility in programming. The figures in the chart below represent maximum ceilings only.

FUNDING CEILING BASED ON A FULL-TIME PROGRAM (800 HOURS)	
Number of Children Enrolled in Program Unit	2004/2005 Program Unit Rates
1	\$21,707
2	\$27,092
3	\$32,477
4	\$37,862
5	\$43,247
6	\$48,632
each additional child	\$ 5,385

A funding ceiling is calculated for each program unit. For program units that are less than full-time, the funding ceiling is pro-rated based on the number of hours, visits and months that the child is in the program. For example:

- The ceiling for a 500-hour program with one child is calculated as follows:

$$\frac{500}{800} \times \$21,707 = \$13,567$$
- The ceiling for a 400-hour program with 9 home visits is calculated as follows:

$$\left(\frac{400}{800} + \frac{9}{36} \right) \times \$21,707 = \$16,280$$
- The ceiling for a 6-month program, if the child is in a full program ending on June 30, is:

$$\frac{6}{10} \times \$21,707 = \$13,024$$

New When a child leaves a program before the specified end date, Form 04AL2.3c found in the *Funding Manual for School Authorities for 2004 –2005 School Year* must be submitted to the School Finance Branch within 30 days of the child's final day of attendance. The original approved budget total and ceiling will then be reduced.

Program Unit Funding Budget Page

For descriptions of specific budget areas on the budget form, refer to the *Funding Manual for School Authorities 2004/2005 School Year*, section 2.3 for private ECS operators or section 1.6 for school jurisdictions.

Special Programs Branch staff approve the PUF budget. The following are considered by Special Programs Branch staff and include points for ECS operators to consider prior to the submission of the budget for each PUF application.

Instruction — Salaries and Wages

- Is there a relationship between the number of hours claimed for a child (as indicated on Form 01AL2.5a: Details of Children in Program Units) (e.g., 475-hour program) and the number of hours claimed for an educational assistant (as indicated on Form 01AL2.5a: Program Unit Funding (PUF) Budget) (allowing for an additional 10% for preparation time for each child)?
- If the educational assistant participates in home visits are the hours for home visitation (allowing for an additional 10% for preparation time) included?

Note

The ECS teacher's salary is not included as part of program unit cost. ECS Base Instruction funding is provided to support the cost of hiring a certificated teacher. (A teacher's salary is included for designated special education ECS programs only).

Instruction — Services Purchased

- Are the services purchased appropriate to the child's needs, clearly specified, and reasonable in cost?
- Has the ECS operator ensured that service delivery models are appropriate to the child's needs based on effective practices and available resources?
- Are the services included in program unit costs tied directly to the goals and objectives stated in the child's IPP?

Transportation

- Has the ECS operator accessed Alberta Learning's transportation funding by November 30?
- Is the operator claiming only those transportation costs that exceed the transportation funding?
- If the child's program started after September 30, has the operator claimed all transportation costs under PUF?

Capital Items

- Has a letter of recommendation from a specialist, that indicates how the capital item addresses specific goals and objectives of the child's IPP, been submitted with the PUF application?
- Have capital costs been submitted (for the required prior approval) to the Special Programs Branch?
- Has the ECS operator obtained estimates from more than one supplier for capital cost items?

Other Considerations

- Program Unit Funding applications must be submitted before January 4, 2005.
- ECS operators should plan and budget carefully. Revisions to budgets will only be considered in exceptional circumstances.
- The final PUF amount paid will be the lesser of the program unit ceiling, approved budget amount or the actual costs.
- PUF is available for each eligible child with a severe disability/delay for a maximum of 3 years. Partial years are considered part of the 3 years; e.g., a 2-month program in 2004/2005 represents one year of funding.
- A maximum of 800 program hours, 36 home visits, or a combination of the two, per year, will be funded.
- Applications for children who are diagnosed or registered after January 4 will be accepted until May 1, 2005.

Designated Special Education ECS Programs

- Where at least 70% of the ECS children served have severe disabilities/delays, the designated special education ECS programs may include all program costs in their Program Unit budget (except capital building costs and other fixed costs that would still be incurred if the program did not operate).
- Other revenues such as Base Instruction and Transportation funding will be applied to the program costs.

School Jurisdictions

- Payments to school jurisdictions are distributed on a monthly basis at 8.33% a month with the exception of January and August, which are at 8.35%.

Private ECS Operators

- For private ECS Operators, the PUF payment schedule is:
 - on receipt of budget (58.33% advance)
 - in April (80% less previous payment)
 - on approval of final costs (100% less previous payments). Final payment of the approved budget is paid upon submission of the Audited Financial Statement and is the lesser of the total approved budget, actual expenditures and the approved ceiling.

ECS TRANSPORTATION FUNDING

Regular ECS Transportation

ECS Transportation funding is provided for a child who can be transported by conventional means; i.e., school bus, public transit or a parent. Regular ECS Transportation funding is provided at \$445 per eligible transported child. This funding is claimed on the ECS Transportation application form. For further details, refer to the *Funding Manual for School Authorities 2004/2005 School Year*, section 1.19 (rural) and section 1.20 (urban) for school jurisdictions and section 2.4 for private ECS operators.

Special Transportation

Funding for transportation to and from school is provided for a child who requires special transportation; e.g., handi-bus, when, because of the severity of the child's disability/delay or because of the child's age, the child cannot ride regular rural or urban transportation.

For 2004/2005, Special Transportation funding is provided at \$11.97 for each round trip. This funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation submitted on the PUF application. PUF can cover transportation costs that exceed the Special Transportation funding.

In-home Transportation

Transportation funding is provided for each scheduled visit that is made by a teacher, therapist, child development specialist or educational assistant to the home of a child enrolled in an ECS program.

- For 2004/2005, In-home Transportation funding is paid for a maximum of 36 visits at \$11.97 for each round trip.
- The amount of \$11.97 can be claimed for each round trip, regardless of the actual cost of the trip. For example, a round trip home visit may cost only \$2.00 but the ECS operator will claim the full amount of \$11.97 for each home visit to a maximum of 36 home visits.
- Local policies will determine the transportation rate that will be provided to the in-home service provider, keeping in mind that even if the service provider has more than 36 home visits, the maximum amount the ECS operator can claim is \$430.92 (36 home visits x \$11.97).
- Funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation on the PUF application.
- PUF covers transportation costs that exceed the In-home Transportation funding.

Note: Transportation funding is not available for children whose programs start after September 30. Children who are identified as eligible for PUF after September 30 may have their transportation costs claimed as an expense under PUF. For further details on Special Transportation funding, refer to the *Funding Manual for School Authorities*

2004/2005 School Year, section 1.21 for school jurisdictions and section 2.5 for private ECS operators.

Field Trips and Other Transportation

Transportation costs incurred for field trips or other activities can be claimed as part of transportation costs under Program Unit Funding. Field trips claimed must be those trips provided in addition to field trips for the regular ECS class. In-program transportation costs must be specified. In-program transportation includes transportation of the child from one program to another program or agency as part of the child's IPP.

REPORTING OF ACTUAL COSTS

At the end of the school year, ECS operators shall report total actual Program Unit Funding expenditures for all program units in the following manner.

- Private ECS operators shall report on Schedule 3 of the Audited Financial Statements by November 30, 2004.
- School jurisdictions shall report on the ECS Program Unit Funding Summary of Actual Expenditures form provided in the *Funding Manual for School Authorities 2004/2005 School Year* by October 30, 2004.

OTHER ECS FUNDING

Base Instruction Funding

Base Instruction funding is paid on behalf of all eligible ECS children registered September 30 in an approved ECS program. It supports day-to-day operating costs that include the provision of a certificated teacher, an approved facility, appropriate equipment and materials, and an administrative support structure. For 2004/2005, funding is provided at \$2,482 for each child. For additional information, refer to the *Funding Manual for School Authorities 2004/2005 School Year*, section 1.1 for school jurisdictions and section 2.1 for private ECS operators.

Base Instruction funding may only be claimed by one ECS operator per year.

Funding for Children with Mild/Moderate Disabilities/Delays and those who are Gifted and Talented

Funding for children with mild/moderate disabilities/delays is provided in addition to the Base Instruction funding. Identified children must be at least 3 years, 6 months of age on September 1 and less than 6 years of age on September 1. To receive this funding a child must be properly identified to Information Exchange Services as having a mild/moderate disability/delay (exceptional code 30). Supporting documentation and an IPP are required for each child. For 2004/2005, funding of \$2,154 is provided for each eligible child. Please refer to the *Funding Manual for School Authorities 2004/2005 School Year* for additional information on funding for children with mild/moderate disabilities/delays.

Program Enhancement Projects (PEP)

Funding is provided to ECS operators for special programs and services to meet the learning requirements of children who are economically or socially disadvantaged.

Alberta Learning is currently undergoing a transition to the Renewed Funding Framework. Funding to meet the needs of children and students attending school jurisdictions who are disadvantaged because of social and/or economic conditions is addressed within this framework. PEP funding approved for private ECS operators during the previous funding cycle will be granted a one-year extension during the 2004/2005 school year.

For additional information, refer to the *Funding Manual for School Authorities 2004/2005 School Year*, section 2.8 for private ECS operators and section 1.1 for school jurisdictions.

APPENDIX A

Checklist for Development of Local Special Needs Policies

ECS operators are expected to develop local special needs policies consistent with those outlined in *Early Childhood Services Policy 1.1.3* (April 29, 2002). The following checklist may be used to determine the strength of these local policies.

- We inform the community that ECS has a high priority for serving children with disabilities/delays.
- We demonstrate our commitment to this priority by reserving space for children with special needs in our class enrolment.
- We have procedures identified to screen/assess children who are currently attending ECS programs who may have disabilities/delays.
- We have procedures identified to refer children with severe disabilities/delays for professional assessment/diagnosis.
- We have developed policies, procedures and timelines for tasks pertaining to ECS children with special needs.
- We have policies and procedures to reflect mandatory and discretionary criteria related to accessing PUF; e.g., IPPs, home visits.
- We have policies and procedures related to Human Resources; e.g., hiring of a teacher, educational assistant, professional development for teachers/educational assistants and other ECS staff.
- We have policies and procedures related to transportation of children with special needs.
- We have policies and procedures governing the use of funding related to parent education opportunities that support the development of their child; e.g., workshops.
- We have policies and procedures related to:
 - confidentiality
 - storage of records
 - informed, written consent for specialized assessments
 - transference of records
 - financial record-keeping
 - purchasing equipment for children with special needs
 - handling medication
 - emergency preparedness (child specific; program specific).
- We have policies and procedures establishing roles and responsibilities of staff providing special education services.
- We have written procedures for dispute resolution.

APPENDIX B**Summary of Documentation for Eligibility for PUF****Name of School Jurisdiction/ECS Operator**

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	Date of assessment and profile	Description of functioning and I.Q. or Adaptive Behaviour and Level of Support
41					
N R					
41					
N R					
41					
N R					
41					
N R					
41					
N R					

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	Date of assessment and profile	Diagnosis and impact in the educational setting
42	N R				
42	N R				
42	N R				
42	N R				
42	N R				
42	N R				

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	Date of assessments and names of tests	State combination of 2 or more non-associated (indicate diagnosis if applicable; e.g., Down Syndrome, Cerebral Palsy)	Indicate recent results/scores
43 N R						Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross motor _____%ile
43 N R						Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross motor _____%ile
43 N R						Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross motor _____%ile
43 N R						Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross motor _____%ile
43 N R						Cognitive _____ Vision _____ Hearing _____ Fine Motor _____%ile Gross motor _____%ile

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	Date of assessment and name of professional	Diagnosis _____	
					Functional needs of child:	Supports required:
44	N R				<ul style="list-style-type: none"> • Communication • Self help • Socialization 	<ul style="list-style-type: none"> • Assistance • Support services • Environmental modifications
44	N R					
44	N R					
44	N R					
44	N R					

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	Date of Assessment and Audiogram results	Impact in an Educational Setting
45 N R					
45 N R					
45 N R					
45 N R					
45 N R					
45 N R					

Name of School Jurisdiction/ECS Operator

Code New (N) Renew (R) (Circle one)	Name of child	Alberta Student Number (ASN)	DOB mo/day/yr	Date of Assessment and Results or Diagnosis	Impact in Educational Setting
46 N R					
46 N R					
46 N R					
46 N R					
46 N R					
46 N R					

Name of School Jurisdiction/ECS Operator

						Assessment Results					
						Date	Results				
Code New (N) Renew (R) (Circle one)	Name of Child	Alberta Student Number (ASN)	DOB mo/day/yr	Name of test			Exp. _____ Rec. _____ Total _____ Phonological _____ Level Intel. _____ Fine motor _____ Gross motor _____	%ile			
47 N R											
47 N R											
47 N R											
47 N R											

APPENDIX C

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Edmonton, AB: Alberta Learning.

- Download from: www.learning.gov.ab.ca/funding
- Purchase from the Learning Resources Centre at: www.lrc.learning.gov.ab.ca
Telephone: (780) 427-5775 in Edmonton (toll-free in Alberta by dialing 310-0000)
Fax: (780) 422-9750.

Alberta Learning (2000). *Kindergarten Guide to Implementation: Sharing Visions,*

***Sharing Voices.* Edmonton, AB: Learning and Teaching Resources Branch.**

- Purchase from the Learning Resources Centre (item #443440)
www.lrc.learning.gov.ab.ca
Telephone: (780) 427-5775 in Edmonton (toll-free in Alberta by dialing 310-0000)
Fax: (780) 422-9750.

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- Download from: www.learning.gov.ab.ca/k_12/curriculum/bysubject
- Also available from the Alberta Learning Curriculum Standards Branch.
Telephone: (780) 422-0628 in Edmonton (toll-free in Alberta by dialing 310-0000)
Fax: (780) 422-3745.

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**Province of Alberta School Act (Revised Statutes of Alberta 2000, Chapter S-3 with
amendments in force as of January 1, 2002. Edmonton, AB: Queen's Printer.**

- Download from: www.gov.ab.ca/qp
- Purchase from the Queen's Printer Bookstore
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Calgary: Telephone: (403) 297-6251; Fax: (403) 297-8450
(toll-free in Alberta by dialing 310-0000).

Funding Manual sections

- **Section 1.6** **School Jurisdictions**
ECS Program Unit Funding
- **Section 2.3** **Private ECS Operators**
Program Unit Funding
- **Section 2.4** **Private ECS Operators**
Regular Transportation Funding
- **Section 2.5** **Private ECS Operators**
Special Transportation Funding
School Jurisdictions
- **Section 1.19** **(Rural) School Jurisdictions**
- **Section 1.20** **(Urban) Regular Transportation Funding**
- **Section 1.21** **School Jurisdictions**
Special Transportation Funding

ALLOCATION FORMULA

1. The allocation amount for each unit will be the lesser of:
 - a) the approved budget amount,
 - b) the program unit ceiling amount, and
 - c) the actual cost.
2. a) Calculation of the ceiling amount for a program unit with one Program Unit funded child:
 - i) Centre-based program

$$\text{Ceiling Amount} = \frac{\text{Number of Centre Hours (max 800)}}{800 \text{ hrs}} \times \text{Ceiling Rate for one funded child}$$

- ii) In-home based program

$$\text{Ceiling Amount} = \frac{\text{Number of Visits (max 36)}}{36 \text{ visits}} \times \text{Ceiling Rate for one funded child}$$

- iii) Combined program : centre-based and in-home based program

$$\text{Ceiling Amount} = \left\{ \frac{\text{Number of Centre Hours (max 800)}}{800 \text{ hrs}} + \frac{\text{Number of Visits (max 36)}}{36 \text{ visits}} \right\} \times \text{Ceiling Rate for one funded child}$$

The maximum payable under this calculation is the ceiling amount for one Program Unit funded child.

- b) Calculation of the ceiling amount for a program unit with more than one Program Unit funded child (clustering):

Choose the Program Unit funded child with the highest combination of hours and/or **home visits** and calculate the ceiling for this Program Unit funded child as follows:

$$\text{Ceiling Amount} = \left\{ \frac{\text{Number of Centre Hours (max 800)}}{800 \text{ hrs}} + \frac{\text{Number of Visits (max 36)}}{36 \text{ visits}} \right\} \times \text{Ceiling Amount for one funded child in the unit}$$

PLUS,

for each additional Program Unit **funded child** in the unit, the following:

$$\left\{ \begin{array}{c} \text{Number of Centre} \\ \text{Hours (max 800)} \\ \hline 800 \text{ hrs} \end{array} + \begin{array}{c} \text{Number of Visits} \\ (\text{max 36}) \\ \hline 36 \text{ visits} \end{array} \right\} \times \text{Ceiling Rate for} \\ \text{each additional} \\ \text{funded child in} \\ \text{the unit} \end{math>$$

- c) Maximum funding for a program unit is based on an 800-hour program or 36 **in-home visits** or a combination thereof.
- d) See Additional Information at the end of this section for calculation examples.

ALLOCATION CRITERIA

1. Program Unit Funding (PUF) may be paid to a **school jurisdiction** for each eligible **child with a severe disability** for a maximum of three years.
2. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total, and the actual cost.
3. To be eligible for funding, a **child with a severe disability** must be at least 2 years 6 months of age and less than 6 years of age on September 1. **School jurisdictions** should plan the **funded child's** program so that the last year of PUF is the year prior to the **funded child's** entry into grade 1.
4. **School jurisdictions** will use the categories/codes and related definitions outlined in **students/ECS children with severe disabilities** in the Glossary of Terms to determine a **funded child's** disabling condition for PUF eligibility purposes.
5. A **funded child** receiving PUF is not eligible for ECS mild/moderate funding.
6. A **funded child** may be claimed by only one **ECS operator** at a time. The **school jurisdiction** claiming the **funded child** is responsible for ensuring the **funded child** is not claimed by another **ECS operator**.
7. Eligibility for PUF will be based on all of the following:
 - a) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not sufficient to qualify for funding);
 - b) documentation/assessments of the **funded child's** current level of functioning in the learning environment;

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- c) a current **individualized program plan (IPP)** which addresses the **funded child's** diagnosed needs; and
- d) the levels of support and services being provided to the **funded child**.

Revised

To expedite the application approval process, pre-approval of a child's eligibility may be obtained by submitting assessment information to support the eligibility of the **funded child**. This information could include actual reports, summary information, or a format agreed upon with Alberta Learning. When a **school jurisdiction** is uncertain of a **funded child's** eligibility, the operator is encouraged to discuss the issues of the **funded child's** eligibility with Alberta Learning prior to making an application.

PROCEDURES, DOCUMENTATION AND REPORTING

Revised

1. A PUF application must be submitted (Form 04AL2.3a) to the School Finance Branch by January 1. Payment is based on approval of this application. Applications must be submitted either on paper or electronically using the Program Unit Funding System (PUFS). A separate PUF application must be completed for each **school** that has **funded children** eligible for PUF. As part of the application, an individual budget must be submitted for each program unit listed on the application. Revisions to PUF applications will be accepted until May 1. The assessment information must be sent to the Special Programs Branch for pre-approval.

NOTE: All **school jurisdictions** and **designated special education ECS programs** and other **school authority** types with more than 10 PUF children are required to submit their PUF applications through PUFS. Workshops on how to use PUFS will be held in the Fall. Any **private ECS operator** or private school with 10 or less PUF children may apply using the paper application.

2. The following information pertaining to each **funded child** receiving PUF must be kept on file by **school jurisdictions**:
 - a) an **individualized program plan (IPP)** must be developed, implemented and regularly revised for each **funded child**;
 - b) formal assessment documentation to support the severity of each **funded child's** special needs (a current assessment report must be included with the PUF Application);
 - c) informal assessment documentation reflecting current performance levels;
 - d) plans and summaries of **home visits** conducted over the year; and
 - e) current budget information.
3. An application for a **funded child** who is diagnosed or registered after January 1 will be accepted until May 1, using the process described in #1.

4. When a **funded child** leaves a program before the end date specified, a letter of notification must be submitted to the School Finance Branch outlining the following information:
 - a) the **funded child's** program start date and end date; and
 - b) an estimated cost of the **funded child's** program up to the time of departure. If no cost estimate is provided, the approved budget will be pro-rated based on the months the **funded child** was in attendance at the program.

The original approved budget total and ceiling will then be reduced.

5. When a **child with a severe disability** moves from one **ECS operator** to another, a new PUF application based on the IPP must be submitted by the second operator prior to May 1 of the program year.
6. At the end of each school year, **school jurisdictions** must report actual expenditures for all program unit funded children using Form 04AL2.3b, Statement of Actual Expenditure, as follows:
 - Complete one statement for all program unit **funded children** except those program unit funded children in **designated special education ECS programs**.
 - Complete a statement for each approved **designated special education ECS program**.

The form(s) must be returned to the School Finance Branch by October 31.

Revised

7. If a **funded child** has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of PUF. This information should be kept on file and available for review by Alberta Learning.

School jurisdictions must provide documentation to support continued PUF for previously **funded children** with a severe delay involving language, a severe multiple disability (primarily involving language), or any other condition likely to change significantly as a result of intervention, maturation or changes within the **funded child's** environment. Documentation must include the following:

- a statement from the appropriate professional that the **funded child** continues to demonstrate a severe disability;
- description of the necessary supports and services the **funded child** requires as a result of the disability;
- description of the impact of the disability on the **funded child's** ability to function within the ECS environment.

Revised

It is the responsibility of the **school jurisdiction** to ensure that all **funded children** claimed under PUF meet the eligibility criteria outlined. **School jurisdictions** who are uncertain about the eligibility of a **funded child** are encouraged to contact the Special Programs Branch for confirmation of a child's eligibility.

8. A **funded child's** program hours and/or **home visits** must meet the child's needs. If a combined program of **school** hours and **home visits** is provided, the in-home program must include a minimum of four **home visits** which must average at least 1.5 hours each to be included in the ceiling calculation (see example of ceiling calculation). See definition of **Home Visit** in the Glossary of Terms. Program hours refers to the number of instructional hours provided annually in a centre-based program.
9. To access the full ceiling amount, the program offered must be a full-time program. A full-time program must provide either 800 hours of instructional programming for a **funded child** in a center-based program or a minimum of 36 **home visits** for each **funded child** in an in-home program during the school year, or the equivalent combination of hours and visits.
10. 800 hours is the maximum number of centre-based program hours that will be funded. Summer programs are not eligible for PUF and should not be included as part of the 800 hour maximum.

In some exceptional circumstances, for a **funded child's** last year of PUF, additional program hours beyond 800 hours (maximum 950 hours) may be approved, based on an individual **funded child's** needs. A written explanation of the need for the additional program hours must be submitted with the PUF application for approval by the Special Programs Branch. This exception will be subject to the ceiling amount.

11. PUF is supplemental to the Base Instruction funding. It is intended to cover the additional educational program costs required to meet the **funded child's** severe special needs.

When completing the budget for program unit costs, budget amounts should approximate anticipated costs. The following specifies the costs that may be included for PUF. Any exceptions to these costs should be discussed with Alberta Learning before submitting the application.

- a) Instruction
 - i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **funded child(ren)** in the unit. The number of hours claimed here may exceed the **funded child's** program hours by up to 10 percent for each child within that program unit. Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

ii) Services Purchased – includes services of qualified personnel in the areas of speech therapy, occupational therapy, physiotherapy, mobility training, special education consultation, psychological and other services, and assessment costs for part or all of the program which are not provided free by public service agencies. Costs should be reasonable. **School jurisdictions** must keep records of all services purchased under PUF. All options regarding service delivery should be considered. **School jurisdictions** must ensure that all services purchased are relevant to the child's educational program and are in direct support of the goals and objectives included on the child's IPP.

Revised

Special Education Consultation is a service purchased by the **school authority** to provide programming support for the ECS teacher. Examples of services provided under Special Education Consultation include IPP development and implementation, programming strategies, suggested resources and materials and support of the off-campus components of the program. Special education consultation is delivered by a certificated teacher with the appropriate training and experience. On-site Special Education consultation costs are additional costs to the **school jurisdiction** that provides direct programming support. These costs will be subject to a maximum of \$1,500 per **funded child** based on a full-time program. For programs less than 800 hours, the \$1,500 maximum will be pro-rated based on the program hours and/or number of eligible **home visits**. For example, special education consultation costs for 475 hours and 6 **home visits** would be calculated as:

$$\frac{\$1,500 \times (475 + 6)}{800} = \$1,141.$$

Revised

Costs for special education administration may not be claimed in this category. These costs are covered by ECS Base Instruction funding. **School jurisdictions** must keep records of costs and services associated with special educational consultation.

iii) Supplies and materials – instructional supplies and materials which are particular to the **funded child's** program, and are in addition to supplies purchased with Base Instruction funding. Costs in this area are usually in the \$200 - \$500 range per **funded child**. For costs over this range, attach a list of supplies to the application. **School jurisdictions** are encouraged to maintain a resource inventory and an equipment loan pool.

b) Parent Inservice – costs for **parents** who attend in-province workshops, seminars, inservice and specialized training sessions specifically related to the **funded child's** program and designed to enhance the ability of **parent(s)/guardian(s)** to assist in the **funded child's** development. Costs in this category are usually in the \$100 - \$400 range per **funded child**.

c) Staff Inservice – costs for teachers and teacher assistants who attend workshops, inservice, special courses and seminars related to staff responsibilities in the **funded child's** program and in parental assistance. Costs in this category are usually in the \$200 - \$500 range per **funded child**. Personnel included in Services Purchased are not eligible for Staff Inservice.

d) Transportation

Funding to urban and rural districts for transportation of **funded children** is available by submitting an application electronically under sections 1.19 (Rural), 1.21 (Special), 1.20 (Urban), and 1.22 (Metro). PUF will pay for any transportation costs for **children with severe disabilities** not covered by these Transportation grants. To determine which transportation costs are covered by PUF, all transportation costs must be listed on the PUF budget, then all transportation revenues (from the above transportation grants) must be deducted from the transportation costs. The following descriptions indicate the types of transportation costs which can be claimed and which transportation grants are available. Note: transportation claims must be submitted to the School Finance Branch by November 30 and only **funded children** who were enrolled by September 30 are eligible.

Revised

- i) **Transportation to and from school:** Transportation funding for these costs may be claimed by rural, urban and metro districts under section 1.21 for a **funded child** who requires special transportation; e.g. handi-bus, when, because of the severity of his or her disability or because of the **funded child's** age, the **funded child** cannot ride regular, rural or urban transportation or under section 1.19, 1.20, 1.21, 1.22 for a **funded child** who is transported by a regular bus. Transportation costs for **children with severe disabilities** in excess of the funding paid under section 2.4, 1.19, 1.20, 1.21 or 1.22 may be claimed as transportation costs under program unit funding;
- ii) **Home Visits:** Transportation funding for these costs may be claimed under section 1.21 by rural, urban and metro districts for each scheduled visit made by a member of the child's learning team to the home of a **funded child** identified as having **home visits** as part of his/her ECS program. Transportation costs in excess of the funding paid under sections 1.21 may be claimed as transportation costs under PUF;
- iii) **Other - Field Trips:** Transportation costs for this area may be claimed as transportation costs under PUF. Field trips claimed must be those provided in addition to field trips for the regular ECS class or for a **funded child** who, because of his/her disability, requires special transportation on a regularly scheduled field trip; and
- iv) **In-Program:** Transportation costs for this area may be claimed as transportation costs under PUF. In-program transportation costs must be specified and must be for transportation of the **funded child** from one program to another program or agency as part of the **funded child's Individualized Program Plan (IPP)**.

e) Operation and Maintenance

Plant Operations and Maintenance funding is now provided by Alberta Infrastructure. Costs for this category may not be claimed on the PUF budget.

f) Administration

Revised

Funding for administration is provided through the various funding rates and formulas used to determine ECS funding allocations. Costs for this category may not be claimed on the PUF budget.

g) Capital: Furniture and Equipment - expenditures for specialized furniture and equipment required to meet the special needs of the **funded child**, which are not available free or subsidized by another source.

i) For any major purchase, such as computer hardware, FM systems, etc., a written recommendation from an appropriate specialist is required indicating the necessity for the equipment. The letter from the specialist should specify the relevance of the equipment to the child's educational program and how it directly supports the goals and objectives of the child's IPP. The letter should also include projected costs of the capital equipment. This letter should be attached to the PUF application.

Revised

ii) Costs of capital equipment must be reasonable. In some cases the **ECS operator** may be required to provide 2 or more price quotations prior to approval. Approval by the Special Programs Branch is required for all capital expenditures.

iii) Expenditures should not exceed 15% of the budget total.

iv) A specialized piece of furniture or equipment no longer used by the **funded child** remains the property of the **school jurisdiction**, not of the **funded child** or **parents** of the **funded child**. If a **funded child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **funded child**.

v) Renovations to a building to be used for the benefit of all **funded children** in the instructional area are not eligible for support under this section. **School jurisdictions** receive funding for renovations through the Infrastructure Maintenance Program (IMP) administered by Alberta Infrastructure.

vi) Administrative capital purchases cannot be claimed under this category.

12. Designated Special Education ECS programs.

These are **ECS programs** where at least 70% of **funded children** enrolled have a severe disability. The following requirements apply for these programs:

a) Prior approval is required to qualify for this status;

b) Operators who qualify for this status may claim all education program costs except capital building costs;

- c) A budget based on the total education program costs must be submitted on the PUF application budget page for **designated special education ECS programs**;
- d) Operation & Maintenance costs: This would include costs associated with the operation and maintenance of the school facility and would also include rent costs. PUF will cover costs in this category that exceed the funding provided by Alberta Infrastructure;

Revised

- e) Administration: Reasonable costs for administration of the **ECS program** may be claimed here. Costs in this area are typically in the 6% to 12% range. Costs in this category should not include any central office administration costs/charges covered by administration funding that is provided under the various funding rates and formulas used to determine ECS funding allocations;
- f) Capital costs must meet the specific needs of a **funded child** or a group of **funded children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category;
- g) Alberta Learning will apply all applicable revenues to the total program costs (such as Base Instruction funding, mild/moderate funding, ECS transportation funding and other applicable revenues) to determine a net program cost total to which the program unit funding will apply;
- h) **Designated special education ECS programs** must comply with all conditions and requirements outlined in Section 1.6, Program Unit Funding, of this Manual. These programs must also comply with the expectations outlined in the *Standards for Special Education, Amended June 2004* and the principles contained in Alberta Learning's *Kindergarten Statement (2000)*;
- i) Applications for new programs must be submitted as a proposal to the Director of the Special Programs Branch by June 1, for approval. To be considered for this designated status, the program must have operated for at least one year. Newly designated programs will be subject to program review within the first year. The proposal should contain the following information:
 - a rationale for applying for status as a **designated special education ECS program** including the potential benefits to **children** with severe special needs and their families. The rationale should also explain why the program could not operate as a regular ECS program and should highlight how receiving the designated status will resolve those issues;
 - an overview of the proposed program including population served, program format, service delivery model, support services provided, opportunities for inclusion, transition to the community school and a brief summary of the role descriptions of program staff; and
 - a proposed budget completed using form 04AL2.3a. This budget should outline all estimated expenditures and projected revenues.

Revised

j) The status of approved **designated special education ECS programs** may be reviewed and withdrawn at any time by Alberta Learning.

ADDITIONAL INFORMATION

1. A child with a severe disability who:

- a) is at least 5 years 6 months, but less than 6 years of age on September 1 of the school year in which s/he is counted; and
- b) is eligible to enter grade 1 under the **school entrance age policy of a school jurisdiction**; and
- c) has not spent 3 years in an **Early Childhood Services program**,

may be eligible for PUF if, in the opinion of the **school jurisdiction** and the **parent**, an **ECS program** is the most appropriate placement for the **funded child**.

2. The calculation of the ceiling amount for a program unit with one **funded child** in it using examples of a centre-based program, an in-home program and a program based on a combination of centre hours and **home visits** is determined as follows:

Calculation of the ceiling for a <u>centre-based program</u> of 500 hours	Calculation of the ceiling for an <u>in-home based program</u> of 10 home visits	Calculation of the ceiling for a <u>combined program</u> based on 500 centre hours and 10 home visits
$ \begin{array}{r} 500 \text{ hrs} \quad \times \quad \$21,707 \\ 800 \text{ hrs} \\ = \quad \$13,567 \end{array} $	$ \begin{array}{r} 10 \text{ visits} \quad \times \quad \$21,707 \\ 36 \text{ visits} \\ = \quad \$6,030 \end{array} $	$ \begin{array}{r} 500 + 10 \quad \times \quad \$21,707 \\ 800 \quad 36 \\ = \quad \$19,597 \end{array} $

Note: If the calculation results in a number greater than the ceiling amount then the ceiling would apply.

3. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs to be less than \$14,000 per funded child. Careful stewardship of funds by **school jurisdictions** is integral to the PUF program.

4. The decision to cluster or group **funded children** into a program unit for programming purposes should be based on the educational needs of the **funded children** involved. However, it is expected that whenever possible operators will cluster **funded children** with similar needs who receive services in the same setting and at the same time.

5. For a program unit with more than one **funded child**, the ceiling is calculated as follows:

- Choose the **funded child** with the highest combination of hours and/or **home visits**.

Calculate the ceiling for this **funded child** as follows:

$$\left[\frac{\# \text{ hours}}{800} + \frac{\# \text{ visits}}{36} \times \$21,707 \right]$$

- To this amount, add, for each additional **funded child** in the program unit, as follows:

$$+ \left[\frac{\# \text{ hours}}{800} + \frac{\# \text{ visits}}{36} \times \$5,385 \right]$$

Example

For a program unit (cluster) of three **funded children**, where:

- funded child #1** has 500 hours and 10 **home visits**
- funded child #2** has 400 hours, no **home visits**
- funded child #3** has 600 hours and 4 **home visits**

The ceiling is then calculated as follows:

$$\begin{aligned} & \left[\frac{500}{800} + \frac{10}{36} \right] \times \$21,707 = \$19,597 \\ & + \left[\frac{400}{800} \right] \times \$5,385 = \$2,693 \\ & + \left[\frac{600}{800} + \frac{4}{36} \right] \times \$5,385 = \$4,637 \\ & = \text{Total ceiling for the unit} \qquad \qquad \qquad \$26,927 \end{aligned}$$

6. Funding ceiling amounts will be adjusted when a **funded child's** program starts after September 30 or ends prior to May 25. Funding ceiling amounts will be adjusted when a **funded child** leaves the program earlier than planned. In these situations, the ceiling will be the lesser of:

- a pro-rated ceiling amount of approximately \$2,171 per month for the number of months the program runs; or

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b) the ceiling amount based on the program hours and/or the number of **home visits** provided.

For example, the ceiling amount for a **funded child** in a four month program with 300 hours and 4 **home visits** would be calculated as follows:

Ceiling calculation for a 4 month program in a 10 month program year
Lesser of:
a) $\$21,707 \times 4/10 = \$8,682$ or
b) $\$21,707 \times (300/800 + 4/36) = \$10,551$
Ceiling amount is \$8,682

7. For **school jurisdictions** that are providing a program for a **child with a severe disability** in the regular ECS classroom:

The Base Instruction funding, Part 1, Section 1, is paid on behalf of all **funded children in an ECS program**. Base Instruction funding is available for a **child with a severe disability** who is as young as 2 years 6 months on September 1. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a **child with a severe disability** was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as program unit costs because the Base Instruction funding supports these costs.

8. For **school jurisdictions** contracting placement in a Day Care and for Day Cares with approved ECS status the following apply:

- In circumstances where a **funded child** is placed in a day care program because the location is the best place to implement the IPP for the **funded child**, the fees only for the education component portion of the day may be claimed from PUF. The education component should reflect a typical education schedule.
- Costs for childcare are not eligible to be claimed under PUF.

9. **School jurisdictions** may appeal PUF decisions by contacting the Director of the Special Programs Branch.

REFERENCES

ECS Program Unit Funding: A Handbook for ECS Operators

UNDER REVIEW

PURPOSE

This funding provides for individual programs for **children with severe disabilities** to meet their educational needs.

CONDITIONS

1. Program Unit Funding (PUF) may be paid to a **private ECS operator** for each eligible **child with a severe disability** for a maximum of three years.
2. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total and the actual cost.
3. To be eligible for funding, a **child with a severe disability** must be at least 2 years 6 months of age and less than 6 years of age on September 1. **Private ECS operators** should plan the **funded child's** program so that the last year of PUF is the year prior to the **funded child's** entry into grade 1.
4. **ECS operators** will use the categories/codes and related definitions/criteria outlined in **students/ECS children with severe disabilities** in the Glossary of Terms to determine a **funded child's** disabling condition for PUF eligibility purposes.
5. A **funded child** receiving PUF is not eligible for ECS mild/moderate funding.
6. A **funded child** can be claimed by only one **ECS operator** at a time. The **ECS operator** claiming the **funded child** is responsible for ensuring the **funded child** is not claimed by another **ECS operator**.
7. Eligibility for PUF will be based on all of the following:
 - a) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not sufficient to qualify for funding);
 - b) documentation/assessments of the **funded child's** current level of functioning in the learning environment;
 - c) a current **individualized program plan (IPP)** which addresses the **funded child's** diagnosed needs; and
 - d) the levels of support and services being provided to the **funded child**.

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To expedite the application approval process, pre-approval of a child's eligibility may be obtained by submitting assessment information to support the eligibility of the **funded children**. This information could include actual reports, summary information, or a format agreed upon with Alberta Learning. When an ECS operator is uncertain of a funded child's eligibility, the operator is encouraged to discuss the issues of the child's eligibility with Alberta Learning prior to making an application.

REQUIREMENTS

Revised

1. A PUF application must be submitted (Form 04AL2.3a) to the School Finance Branch by January 1. Payment is based on approval of this application. Applications may be submitted either on paper or using the Program Unit Funding System (PUFS). A separate PUF application must be completed for each **school** that has **funded children** eligible for PUF. As part of the application an individual budget must be submitted for each program unit listed on the application. Revisions to PUF applications will be accepted until May 1. The assessment information must be sent to the Special Programs Branch for pre-approval.

NOTE: All **ECS operators** and **designated special education ECS programs** with more than 10 PUF children are required to submit their PUF applications through PUFS. Workshops on how to use PUFS will be held in the Fall. Any **private ECS operator** or private school with 10 or less PUF children may apply using the paper application.

2. The following information pertaining to **funded children** receiving PUF must be kept on file by **private ECS operators** and made available to the Special Programs Branch on request:
 - a) an **Individualized Program Plan (IPP)** must be developed, implemented and regularly revised for each **funded child**;
 - b) formal assessment documentation to support the severity of each **funded child's** special needs (a current assessment report must be included with the PUF Application);
 - c) informal assessment documentation reflecting current performance levels;
 - d) plans and summaries of **home visits** conducted over the year; and
 - e) current budget information.
3. Applications for **funded children** who are diagnosed or registered after January 1 will be accepted until May 1, using the process described in #1.

4. When a **funded child** leaves a program before the end date specified, a letter of notification must be submitted to the School Finance Branch outlining the following information:
 - a) the **funded child's** program start date and end date; and
 - b) an estimated cost of the **funded child's** program up to the time of departure. If no cost estimate is provided, the approved budget will be pro-rated based on the months the **funded child** was in attendance at the program.

The original approved budget total and ceiling will then be reduced.

5. When a **child with a severe disability** moves from one **ECS operator** to another, a new PUF application based on the IPP must be submitted by the second operator prior to May 1 of the program year.
6. All **private ECS operators** must report actual expenditures in the schedule pertaining to Early Childhood Services Program Unit Expenditures in the Audited Financial Statements which are due November 30.
7. If a **funded child** has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of PUF. This information should be kept on file and available for review by Alberta Learning.

Private ECS operators must provide documentation to support continued PUF for previously **funded children** with a severe delay involving language, a severe multiple disability (primarily involving language), or any other condition likely to change significantly as a result of intervention, maturation or changes within the **funded child's** environment. Documentation must include the following:

- a statement from the appropriate professional that the **funded child** continues to demonstrate a severe disability;
- description of the necessary supports and services the **funded child** requires as a result of the disability;
- description of the impact of the disability on the **funded child's** ability to function within the ECS environment.

It is the responsibility of the **private ECS operator** to ensure that all **funded children** claimed under PUF meet the eligibility criteria outlined. **ECS operators** who are uncertain about the eligibility of a **funded child** are encouraged to contact the Special Programs Branch for confirmation of eligibility.

Revised

8. A **funded child's** program hours and/or **home visits** must meet the child's needs. If a combined program of **school** hours and **home visits** is provided, the in-home program must include a minimum of four **home visits** which must average at least 1.5 hours each to be included in the ceiling calculation (see example of ceiling calculation). See the definition of **Home Visit** in the Glossary of Terms. Program hours refers to the number of instructional hours provided annually in a centre-based program.
9. To access the full ceiling amount, the program offered must be a full-time program. A full-time program must provide either 800 hours of instructional programming for a **funded child** in a centre-based program or a minimum of 36 **home visits** for each **funded child** in an in-home program during the school year, or the equivalent combination of hours and visits.
10. 800 hours is the maximum number of centre-based program hours that will be funded. Summer programs are not eligible for PUF and should not be included as part of the 800 hour maximum.

Revised

In some exceptional circumstances, for a **funded child's** last year of PUF, additional program hours beyond 800 hours (maximum 950 hours) may be approved, based on an individual **funded child's** needs. A written explanation of the need for the additional program hours must be submitted with the PUF application. Approval by the Special Programs Branch is required. This exception will be subject to the ceiling amount.

11. PUF is supplemental to the Base Instruction funding. It is intended to cover the additional educational program costs required to meet the **funded child's** severe special needs.

When completing the budget for program unit costs, budget amounts should approximate anticipated costs. The following specifies the costs that may be included for PUF. Any exception to these costs should be discussed with Alberta Learning before submitting the application.

a) Instruction

- i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **funded children** in the unit. The number of hours claimed here may exceed the **funded child's** program hours by up to 10 percent for each child within that program unit. Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

ii) Services Purchased – includes services of qualified personnel in the areas of speech therapy, occupational therapy, physiotherapy, mobility training, special education consultation, psychological and other services, and assessment costs for part or all of the program which are not provided free by public service agencies. Costs should be reasonable. Operators must keep records of all services purchased under PUF. All options regarding service delivery should be considered. Operators must ensure that all services purchased are relevant to the child's educational program and are in direct support of the goals and objectives included on the child's IPP.

Revised

Special Education Consultation is a service purchased by the **private ECS operator** to provide programming support for the ECS teacher. Examples of services provided under Special Education Consultation include IPP development and implementation, programming strategies, suggested resources and materials and support of the off-campus components of the program. Special education consultation is delivered by a certificated teacher with the appropriate training and experience. On-site Special Education consultation costs are additional costs to the **private ECS operator** that provide direct programming support. These costs will be subject to a maximum of \$1,500 per **funded child** based on a full-time program. For programs less than 800 hours, the \$1,500 maximum will be pro-rated based on the program hours and/or number of eligible **home visits**. For example, special education consultation costs for 475 hours and 6 **home visits** would be calculated as:

$$\begin{array}{r} \$1,500 \times (475 + 6) = \$1,141. \\ \hline 800 \quad 36 \end{array}$$

Revised

Costs for special education administration may not be claimed in this category. These costs are covered by ECS Base Instruction funding. Operators must keep records of costs and services associated with special educational consultation.

iii) Supplies and materials – instructional supplies and materials which are particular to the **funded child's** program, and are in addition to supplies purchased with Base Instruction funding. Costs in this area are usually in the \$200 - \$500 range per **funded child**. For costs over this range, attach a list of supplies to the application. **ECS operators** are encouraged to maintain a resource inventory and an equipment loan pool.

b) **Parent Inservice** – costs for **parents** who attend in-province workshops, seminars, inservice and specialized training sessions specifically related to the **funded child's** program and designed to enhance the ability of **parent(s)/guardian(s)** to assist in the **funded child's** development. Costs in this category are usually in the \$100 - \$400 range per **funded child**.

c) **Staff Inservice** – costs for teachers and teacher assistants who attend workshops, inservice, special courses and seminars related to staff responsibilities in the **funded child's** program and in parental assistance. Costs in this category are usually in the \$200 - \$500 range per **funded child**. Personnel included in Services Purchased are not eligible for Staff Inservice.

d) Transportation

Funding for transportation of **funded children** is available by separate application (using form 04AL2.4) through ECS Special Needs Transportation Funding (Section 2.5) and through ECS Regular Transportation Funding (Section 2.4). PUF will pay for any transportation costs not covered by these Transportation grants. To determine which transportation costs are covered by PUF, all transportation costs must be listed on the PUF budget, then all transportation revenues (from the above transportation grants) must be deducted from the transportation costs. The following descriptions indicate the types of transportation costs which can be claimed and which transportation grants are available. Note: transportation claims must be submitted to School Finance by November 30 and only **funded children** who were enrolled by September 30 are eligible.

i) **Transportation to and from school:** Transportation funding for these costs may be claimed under section 2.5 for a **funded child** who requires special transportation; e.g. handi-bus, when, because of the severity of his or her disability or because of the **funded child's** age, the **funded child** cannot ride regular transportation or be transported under section 2.4 by a regular bus. Transportation costs for **children with severe disabilities** in excess of the funding paid under section 2.4 or 2.5 may be claimed as transportation costs under program unit funding;

Revised

ii) **Home Visits:** Transportation funding for these costs may be claimed under section 2.5 for each scheduled visit made by a member of the child's learning team to the home of a **funded child** identified as having **home visits** as part of his/her ECS program. Funding provided under section 2.5 is based on the number of **home visits** up to a maximum of 36 visits. Transportation costs in excess of the funding paid under section 2.5 may be claimed as transportation costs under PUF;

iii) **Other – Field Trips:** Transportation costs for this area may be claimed as transportation costs under PUF. Field trips claimed must be those provided in addition to field trips for the regular ECS class or for a **funded child** who, because of his/her disability, requires special transportation on a regularly scheduled field trip; and

iv) **In-Program:** Transportation costs for this area may be claimed as transportation costs under PUF. In-program transportation costs must be specified and must be for transportation of the **funded child** from one program to another program or agency as part of the child's **Individualized Program Plan (IPP)**.

e) Operation and Maintenance

Funding for this area is now provided under Section 2.6 – Plant Operations and Maintenance funding. Costs for this category may not be claimed on the PUF budget.

f) Administration

Revised

Funding for this area is provided under Section 2.10 – ECS Administration funding. Costs for this category may not be claimed on the PUF budget.

g) Capital: Furniture and Equipment – expenditures for specialized furniture and equipment required to meet the special needs of the **funded child**, which are not available free or subsidized by another source.

- i) For any major purchase, such as computer hardware, FM systems, etc., a written recommendation from an appropriate specialist is required indicating the necessity for the equipment. The letter from the specialist should specify the relevance of the equipment to the child's educational program and how it directly supports the goals and objectives of the child's IPP. The letter should also include projected costs of the capital equipment. This letter should be attached to the PUF application.
- ii) Costs of capital equipment should be reasonable. In some cases an **ECS operator** may be required to provide 2 or more price quotations prior to approval. Approval by the Special Programs Branch is required for all capital expenditures.
- iii) Expenditures should not exceed 15 percent of the budget total.
- iv) A specialized piece of furniture or equipment no longer used by the **funded child** remains the property of the **private ECS operator**, not of the **funded child or parents of the funded child**. If a **funded child** changes schools in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **funded child**.
- v) Renovations to a building to be used for the benefit of all **funded children** in the instructional area are not eligible for support under this section.
- vi) Administrative capital purchases cannot be claimed under this category.

12. Designated Special Education ECS programs.

These are **ECS programs** where at least 70% of **funded children** enrolled have a severe disability. The following requirements apply for these programs:

- a) Prior approval is required to qualify for this status;
- b) Operators who qualify for this status may claim all education program costs except capital building costs;
- c) A budget based on the total education program costs must be submitted on the program unit funding application budget page for **designated special education ECS programs**;

Revised

- d) Operation & Maintenance costs: This would include costs associated with the operation and maintenance of the school facility and would also include rent costs. PUF will cover costs that exceed the funding provided under Section 2.6 of this Manual;

Revised

- e) Administration: Reasonable costs for administration of the **ECS program** may be claimed here. Costs in this area are typically in the 6% to 12% range. System Administration funding revenues will be applied to these costs as per item (g);
- f) Capital costs must meet the specific needs of a **funded child** or a group of **funded children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category;
- g) Alberta Learning will apply all applicable revenues to the total program costs (such as Base Instruction funding, mild/moderate funding, Program Enhancement Project (PEP) funding, ECS transportation funding and other applicable revenues) to determine a net program cost total to which the program unit funding will apply;
- h) **Designated special education ECS programs** must comply with all Conditions, Requirements and Considerations outlined in Section 2.3, Program Unit Funding, of the *Funding Manual*. These programs must also comply with the expectations outlined in the *Standards for Special Education, Amended June 2004* and the principles contained in Alberta Learning's *Kindergarten Statement (2000)*;
- i) Applications for new programs must be submitted as a proposal to the Director of the Special Programs Branch by June 1, 2004 for approval. To be considered for this designated status, the program must have operated for at least one year. Newly designated programs will be subject to program review within the first year. The proposal should contain the following information:
 - a rationale for applying for status as a **designated special education ECS program** including the potential benefits to **children** with severe special needs and their families. The rationale should also explain why the program could not operate as a regular ECS program and should highlight how receiving the designated status will resolve those issues;
- an overview of the proposed program including population served, program format, service delivery model, support services provided, opportunities for inclusion, transition to the community school and a brief summary of the role descriptions of program staff;
- a proposed budget completed using form 04AL2.3a. This budget should outline all estimated expenditures and projected revenues.

Revised

- j) The status of approved **designated special education ECS programs** may be reviewed and withdrawn at any time by Alberta Learning.

CONSIDERATIONS

1. A child with a severe disability/delay who:

- is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which s/he is counted;
- is eligible to enter grade 1 under the school entrance age policy of a school jurisdiction; and
- has not spent 3 years in an **Early Childhood Services program**,

may be eligible for PUF if, in the opinion of the **school jurisdiction, parent and private ECS operator**, an **ECS program** is the most appropriate placement for the child.

2. The calculation of the ceiling amount for a program unit with one **funded child** in it using examples of a centre-based program, an in-home program and a program based on a combination of centre hours and **home visits** is determined as follows:

Calculation of the ceiling for a <u>centre-based program</u> of 500 hours	Calculation of the ceiling for an <u>in-home based program</u> of 10 home visits	Calculation of the ceiling for a <u>combined program</u> based on 500 centre hours and 10 home visits
$ \begin{array}{r} 500 \text{ hrs} \quad \times \quad \$21,707 \\ 800 \text{ hrs} \\ = \quad \$13,567 \end{array} $	$ \begin{array}{r} 10 \text{ visits} \quad \times \quad \$21,707 \\ 36 \text{ visits} \\ = \quad \$6,030 \end{array} $	$ \begin{array}{r} 500 + 10 \quad \times \quad \$21,707 \\ 800 \quad 36 \\ = \quad \$19,597 \end{array} $

Note: If the calculation results in a number higher than the ceiling amount then the ceiling would apply.

3. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs to be less than \$14,000 per funded child. Careful stewardship of funds by **private ECS operators** is integral to the PUF program.

4. The decision to cluster or group **funded children** into a program unit for programming purposes should be based on the educational needs of the **funded children** involved. However, it is expected that operators will cluster **funded children** with similar needs who receive services in the same setting and at the same time whenever possible.

5. For a program unit with more than one **funded child**, the ceiling is calculated as follows:

- Choose the **funded child** with the highest combination of hours and/or **home visits**.

Revised

Calculate the ceiling for this **funded child** as follows:

$$\left[\left\{ \frac{\# \text{ hours}}{800} + \frac{\# \text{ visits}}{36} \right\} \times \$21,707 \right]$$

- To this amount, add, for each additional **funded child** in the program unit as follows:

$$+ \left[\left\{ \frac{\# \text{ hours}}{800} + \frac{\# \text{ visits}}{36} \right\} \times \$5,385 \right]$$

Example:

For a program unit (cluster) of three **funded children**, where:

- funded child #1** has 500 hours and 10 home visits
- funded child #2** has 400 hours, no home visits
- funded child #3** has 600 hours and 4 home visits

The ceiling is then calculated as follows:

$$\begin{aligned} & \left[\frac{500}{800} + \frac{10}{36} \right] \times \$21,707 = \$19,597 \\ & + \left[\frac{400}{800} \right] \times \$5,385 = \$2,693 \\ & + \left[\frac{600}{800} + \frac{4}{36} \right] \times \$5,385 = \$4,637 \\ & = \text{Total ceiling for the unit} \quad \$26,927 \end{aligned}$$

- Funding ceiling amounts will be adjusted when a **funded child's** program starts after September 30 and prior to May 25. Funding ceiling amounts will also be adjusted when a **funded child** leaves the program earlier than planned. In these situations, the ceiling will be the lesser of:
 - a pro-rated ceiling amount of approximately \$2,171 per month for the number of months the program runs; or
 - the ceiling amount based on the program hours and/or the number of **home visits** provided.

Revised

For example, the ceiling amount for a **funded child** in a four month program with 300 hours and **4 home visits** would be calculated as follows:

Ceiling calculation for a 4 month program in a 10 month program year
Lesser of:
a) $\$21,707 \times 4/10 = \$8,682$ or
b) $\$21,707 \times (300/800 + 4/36) = \$10,551$
Ceiling amount is \$8,682

7. For **ECS operators** who are providing a program for a **child with a severe disability** in the regular ECS classroom:

The Base Instruction funding, Part 2, Section 1, is paid on behalf of all **funded children** in an **ECS program**. Base Instruction funding is available for a **child with a severe disability** who are as young as 2 years 6 months on September 1. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a **child with a severe disability** was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as program unit costs because the Base Instruction funding supports these costs.

8. For **ECS operators** contracting placement in a Day Care and for Day Cares with approved ECS status the following apply:

- In circumstances where a **funded child** is placed in a day care program because the location is the best place to implement the IPP for the **funded child**, the fees only for the education component portion of the day may be claimed from PUF. The education component should reflect a typical education schedule.
- Costs for childcare are not eligible to be claimed under PUF.

9. **ECS operators** may appeal PUF decisions by contacting the Director of the Special Programs Branch.

REFERENCES

ECS Program Unit Funding: A Handbook for ECS Operators

PURPOSE

This funding enables **private ECS operators** to provide transportation for **funded children** to and from their **ECS program**.

CONDITIONS

1. **Funded children** who reside at least 2.4 kilometres from the **ECS program** in which they are enrolled will be eligible for transportation funding.
2. A **child with special needs** (mild, moderate or severe) who requires transportation to and from **school** (Condition #1 does not apply for these children) is eligible for this funding if they are able to ride regular transportation. If a claim is made under this section, no other transportation funding to and from the **ECS program** may be claimed.
3. Transportation costs incurred for field trips or other activities cannot be claimed under this funding. For **children with severe disabilities**, these costs can be claimed under the Program Unit Funding (PUF).

REQUIREMENTS

1. A **private ECS operator** that claims ECS regular transportation funding must transport, or make arrangements for the transportation of, **funded children** attending **ECS programs**.
2. If the transportation of **funded children** is not done by the **private ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the **funded children**.
3. To apply for regular ECS transportation funding, **private ECS operators** are required to submit to School Finance by November 30, Form 04AL2.4, **Early Childhood Services** Transportation application. **School jurisdictions** that provide transportation for a **funded child** will claim the **funded child** as an **eligible transported ECS child** under rural transportation, urban transportation or metro urban transportation block. For further details please refer to Section 1.19, Rural Transportation; Section 1.20, Urban Transportation; and Section 1.22, Metro Urban Transportation Block.
4. For **ECS programs** beginning in September, the **count date** for transportation funding is September 30.

5. **For ECS programs beginning after September 30, the count date for transportation will be the last operating day of the month in which the program begins.** Form 04AL2.4 must be submitted to School Finance within three weeks of that date.
6. **Funded children registered after the count date are not eligible for regular transportation funding.**

CONSIDERATIONS

1. **A private ECS operator** may receive transportation funding for each **funded child** eligible for transportation and transported by:
 - i) **a school bus;**
 - ii) **a public transit system;** or
 - iii) **a parent** where the **private ECS operator** does not provide bus services.
2. **Private ECS operators** may enter into agreements with **school jurisdictions** for the transportation of **funded children** enrolled in their programs. Funding for these children will be claimed by the **school jurisdictions** providing the transportation service.
3. A **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **funded child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.
4. Regular transportation funding is calculated by multiplying the number of **eligible transported ECS children** by the regular transportation rate for **private ECS operators**.

PURPOSE

revised This funding is provided to **private ECS operators** for the transportation of **children with disabilities** to and from an **ECS program** who cannot be accommodated by regular transportation. This funding also provides for the transportation of a teacher, a child development specialist, or a teacher assistant to the home of a **funded child** enrolled in an in-home program.

CONDITIONS

1. Special Transportation
 - a) **Private ECS Operators** may receive special transportation funding for **ECS children with disabilities** who cannot be accommodated by regular transportation because of their disabilities and, therefore, require special transportation, such as a handi-bus.
 - b) Special transportation funding is also provided for **ECS children with special needs** who, because of their young age, are not able to ride regular transportation. This includes **children with severe disabilities** (ages 2.5 to 4.5), and **children with mild or moderate disabilities** and **funded children** who are gifted and talented (ages 3.5 to 4.5).
 - c) Program or **school** location shall not be considered when determining eligibility for this funding.
2. A **student with a disability** who is eligible to enter grade 1 and is at least 5 years 6 months on September 1 cannot be counted for ECS transportation. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the rural or urban transportation funding in Part 1.
3. In-home Program Transportation
 - a) For the purpose of this section, in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child with a disability** enrolled in an in-home program.
 - b) In-home transportation funding will not be paid for more than the following number of visits to any one home during a program period:
 - i) a minimum of 4 visits to a maximum of 36 visits in the case of a **program unit funded child**, or
 - ii) 22 visits in the case of a **child with a mild or moderate disability**.

Revised

4. Transportation costs incurred for field trips or in-program activities cannot be claimed under this funding. For **children with severe disabilities** these costs may be claimed under Program Unit Funding.

REQUIREMENTS

1. An **ECS operator** that claims ECS special transportation funding must transport, or make arrangements for the transportation of **children with special needs** attending the **ECS program**.
2. If the transportation of **children with special needs** is not done by the **ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the children.
3. **Private ECS operators** must submit to School Finance, by November 30, Form 04AL2.4, the **Early Childhood Services** Transportation (Regular and Special) application form.

The special transportation funding provided for **ECS children** is calculated by multiplying the number of **children with special needs** who require special transportation because of their disability or young age by the number of program operation days. The total transportation days are multiplied by the special transportation rate. **Private ECS operators** must return the completed form to School Finance.

Revised Funding for **home visits** made by a teacher or other professional is calculated by multiplying the number of scheduled **home visits** by the special transportation rate.

4. **Private ECS operators** are to maintain records of:
 - names of children transported;
 - number of days each individual child is transported;
 - number of **home visits**;
 - actual costs of transportation; and
 - special transportation provided.

For ECS programs beginning in September:

5. The **count date** for transportation funding is September 30. The completed form 04AL2.4 must be submitted to the School Finance Branch by November 30.

For ECS programs beginning after September 30:

6. The count date for transportation will be the last **operating day** in the month in which the program begins. Form 04AL2.4 must be submitted to School Finance within three weeks of that **count date**.
7. **ECS children with special needs** registered after the **count date** are not eligible for special transportation funding. Transportation costs for **ECS children with severe disabilities** eligible to receive PUF may be claimed as a Program Unit expense.

CONSIDERATIONS

1. A **private ECS operator** providing special transportation to and from an **ECS program** may charge the **parent** of a **funded child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

ALLOCATION FORMULA

1. A **board of a rural district** which is providing transportation services may receive the following rural transportation funding for each transportation year:

a) **Block Funding Support**

$$\begin{aligned}
 \text{i) Density Support} &= \left[\begin{array}{l} \text{Applicable Annual} \\ \text{Density Rate per} \\ \text{Eligible Passenger/} \\ \text{Eligible} \\ \text{Transported ECS} \\ \text{Child} \end{array} \right] \times \left[\begin{array}{l} \text{Applicable} \\ \text{Weighting} \\ \text{Factor} \end{array} \right] \times \left[\begin{array}{l} \text{Eligible} \\ \text{Passenger/} \\ \text{Eligible} \\ \text{Transported} \\ \text{ECS Child} \end{array} \right] \\
 \text{ii) Distance Support} &= \left[\begin{array}{l} \text{Applicable} \\ \text{Annual Distance} \\ \text{Rate} \end{array} \right] \times \left[\begin{array}{l} \text{Applicable Eligible Transportation} \\ \text{Distance (kms) for each Eligible} \\ \text{Passenger/Child} \end{array} \right]
 \end{aligned}$$

Total Block Funding support is the aggregate of the amounts calculated for each **eligible passenger** and **eligible transported ECS child** in i) and ii) above.

b) **Inter-School Transportation Support**

Support to a **school jurisdiction** for a bus providing inter-school transportation to each group of 66 weighted **eligible passengers**, or portion thereof, is calculated as follows:

$$\text{Inter-school Support} = \left[\begin{array}{l} \text{Daily Kms of Inter-} \\ \text{School Transportation} \\ \text{for the bus} \end{array} \right] \times \left[\begin{array}{l} \text{Number of Days of Inter-} \\ \text{School Transportation in} \\ \text{the school year for the bus} \end{array} \right] \times \text{Support Rate}$$

The total annual support for inter-school transportation is the aggregate of the amounts calculated for each bus providing inter-school transportation.

New

c) **Cooperative Transportation**

In addition to regular rural transportation funding (above), boards that are transporting **eligible passengers** who are non-resident students (transported under agreement) to a **school** of the board, or to another **school authority**, are eligible for the following funding incentive:

$$\begin{array}{l} \text{Number of eligible passengers who} \\ \text{are non-resident transported under} \\ \text{agreement} \end{array} \times \begin{array}{l} 50\% \text{ of the transporting board's} \\ \text{density rate} \end{array}$$

d) **Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers**

Refer to Section 1.21, Special Transportation.

ALLOCATION CRITERIA

1. Where a **board** of a rural district has under its jurisdiction or transports an **eligible passenger** or **eligible transported ECS child** of a city, town, village or hamlet with a population greater than 10,000, the **board** may be funded for each **eligible passenger** and for each **eligible transported ECS child** residing within those boundaries. These students cannot be included as **eligible passengers** under the Rural Transportation formula, but are claimed under section 1.20 Urban Transportation Funding. A **board** of a **rural district** claiming both urban and rural transportation funding must have received prior approval from the **Minister**. Applications for approval should be submitted to the School Reporting Branch.

Where a **board** of a **rural district** has under its jurisdiction a city, town, village or hamlet with a population of 10,000 or fewer and transports an **eligible passenger** or **eligible transported ECS child** residing within those boundaries to a **school** of a program listed under Allocation Criteria # 3 of this Section outside those boundaries, the **board** may be reimbursed for each **eligible passenger** and for each **transported ECS child** under the Rural Transportation formula. These students may not be included as **eligible passengers** under the Urban Transportation formula.

Revised

Revised

Revised

Where the net support for student transportation of a **board** decreases in excess of 3% as a result of a community population reaching 10,000, an adjustment will be determined for that jurisdiction based on the amount greater than the 3% decrease.

Where the net support for student transportation of a rural **board** decreases in excess of 3% as a result of movement between **density** grid columns, an adjustment may be determined for that jurisdiction based on the amount greater than 3%.

2. **Block Funding:**

a) If a student who is not a **resident student** of the **board** accesses that **board**'s transportation system in accordance with the *Student Transportation Regulation*, section 4, at a point 2.4 kilometres or more from the **school** attended, and where there is not a **transportation agreement** or an **education services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service may claim only the **density** support for that student.

b) If a **board** extends its transportation service outside its jurisdiction boundaries to provide service to a non-resident student not covered by a **transportation agreement** or an **education services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service is not eligible for transportation funding for that student.

- c) If a **resident student** of a **board** is transported by the **board** to a **school** of the **parent's** choice outside the attendance area or transportation service area (as defined in the *Student Transportation Regulation*) of the **designated school** for that student, only **density** support and **distance** support to the nearest **school** may be claimed for that student if he or she is an **eligible passenger**. Where a **board** has adopted over-lapping **school** attendance or transportation service areas, **density** support and **distance** support to the **school** nearest the student's residence may be claimed.
- d) In the case of a **school jurisdiction** which is providing transportation in only a portion of its area, for those **eligible passengers** residing in the jurisdiction but beyond the transportation service area and are transported through co-operative bussing arrangements with other **school authorities**, area and **density** for the **school jurisdiction** shall be calculated on the basis of the area directly served by the **school jurisdiction** and the **eligible passengers** residing in that area.
- e) If a **board** is providing transportation services under an agreement with another **board** and the two **boards** are not sharing a co-terminus area, the area of the **board** receiving transportation services may be added to the transporting **board's** area for determining the **density** rating for the transporting **board**.
- f) Block funding under this section is available only to **boards** operating student transportation systems. A **board** accessing transportation services for its **resident students** through **educational services agreements** or **transportation agreements** is not eligible for block funding under this section.
- g) Notwithstanding subsection (f), a **board** transporting an **eligible passenger** of another **board** under a **transportation agreement** to the **designated school** of that **resident board**, who resides outside the transportation service area of the **resident board** and accesses the bus route of the **board**, may claim the **density** and the **distance** support from the **designated school** to the point where the student accesses the bus route for that **school**. The **resident board** may claim only the **distance** support from the residence of the student to the point where the student accesses the bus route for the **designated school**, at the **distance** rate received by the transporting **board**.

revised

- h) **Students with severe disabilities** who ride on a regular **school bus**, will be funded using a **weighting factor** of 3.

revised

- i) **Students with disabilities** who, because of the severity of their disability are unable to ride on a regular bus route and are transported by a **school bus** on a special route for **students with disabilities** may be claimed under this Section using the **density** and **distance** formula or under Section 1.21, whichever is most advantageous to the **board**.

New

- j) Students in a wheelchair who ride a **school bus** will be funded at 8 times the regular rate.

3. ECS Transportation:

- a) A **school jurisdiction** that claims ECS Regular Transportation funding must transport, or make arrangements for the transport of **funded children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 51 (1) of the **School Act**.
- b) A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of fees charged to **ECS parents** for transportation services shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.
- c) Each **eligible transported ECS child** transported will be counted as 1.0 weighted passenger in determining block funding support.
- d) A **school jurisdiction** may claim **eligible transported ECS children** it transports to programs operated by another **board**, a **private school**, or a **private ECS operator** as **eligible passengers** if the **board** has an agreement with the other **board**, **private school**, or **private ECS operator**.

4. Inter-school Transportation

- a) Inter-school transportation for students whose courses of study require a special facility or equipment not available in the **school** they attend, may be claimed for support provided that:
 - The course of study is prescribed or approved by the **Minister** under the **School Act**, Section 39;
 - The course of study requires a special facility or equipment not available at the **school** of daily attendance for those students; and
 - The course of study requires the use of the special facility or equipment for at least 18 consecutive weeks.
- b) Work Experience programs and intermittent bussing to such activities as swimming programs are not eligible for inter-school transportation support.

5. Funding shall not be paid under this section for a **funded student** or a **funded child** who is counted under the Special Transportation funding (Section 1.20).
6. Transportation support shall be paid from the student's residence to the **school** in the attendance area or transportation service area in which the student resides unless the student is directed by the **board** to attend another **school** for the following:
 - **Alternative french language programs** (including French immersion and bilingual programs) and **other language immersion programs**;

• Integrated Occupational courses (IO);

• Special Education programs to meet the needs of students with severe disabilities;

• Special Education programs to meet the need of students with mild or moderate disabilities when **board** criteria have been met;

• High school CTS programs offered to an advanced level in a specialized classroom facility where the course curriculum requires the instructor to have the technical trade qualification (Courses include Mechanics, Fabrication Studies, Cosmetology and Construction Technology).

7. Students transported by a **board** to an **on-line program** or an **outreach program** accessing 50% or more of their educational program at a **school** of the **board** or to a **blended program** at a **school** of the **board** may be claimed as **eligible passengers** under Rural Transportation.

PROCEDURES, DOCUMENTATION AND REPORTING

1. Rural **school jurisdictions** are required to submit electronically a Rural Transportation claim form to the School Reporting Branch by November 30. Payment is made on the basis of the submitted information, the rural transportation funding rates, and in accordance with the *School Act* and the *Student Transportation Regulation*, A.R. 250/98; amended A.R. 197/2000.

New 2. Transportation support payments for each new school year will be paid at 100% of the previous year's funded monthly amount until review of the new funding application has been completed. If the new funding application has not been received on December 31 the January payment will be reduced to 75% of the previous year funded monthly amount retroactive to September 1 and continued until the new funding application is received and reviewed.

3. The **count date** for Rural Transportation funding is September 30. Special consideration for the **count date** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.

4. The **effective transportation area** of a **school jurisdiction** for purposes of calculating **density** support is the **effective transportation area** of the **school jurisdiction** as of September 30 in a given year.

5. **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request. Items a), b), c), and d) should be kept in an electronic file and made available to Alberta Learning either electronically or on a computer disc.

Revised

- a) Electronic geographic roadway maps of overall attendance areas and transportation service areas;
- b) Location of each student's residence (street addresses in towns, villages and hamlets, and where available in rural areas, and legal land descriptions in all other rural areas);
- c) Maps of individual bus routes;
- d) A list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers**;
- e) Records of **route distance** verified by an official(s) of the **school jurisdiction**;
- f) Copies of **educational services agreements**;
- g) Copies of **transportation agreements** with **school boards, private schools, charter schools and private ECS operators**;
- h) Copies of current vehicle inspection certificates issued under the *Safety Traffic Act*; and
- i) Copies of contracts with:
 - i) Operators of contracted busses for regular transportation;
 - ii) **Parents** providing transportation indicating the amount to be paid; and
 - iii) Agents providing special transportation for **students with disabilities**.

ADDITIONAL INFORMATION

Revised

- 1. **First Nations students with status who reside on a reserve** shall not be counted as **eligible passengers**.

ALLOCATION FORMULA

1. Urban District transportation:

$$\text{Urban Transportation Allocation} = \left[\left\{ \begin{array}{l} \text{Eligible passengers} \\ \text{Gr. 1-12} \end{array} \right. + \left. \begin{array}{l} \text{Eligible transported} \\ \text{ECS children} \end{array} \right\} \right] \times \text{Urban Transportation Rate}$$

The funding an urban jurisdiction receives for rural students will be calculated using the Rural Transportation formula. These students cannot be included as **eligible passengers** under the Urban Transportation formula.

2. Francophone Authorities within an Urban Area:

Transportation funding to a Francophone Education Program recognizes the dispersion of students for a Francophone Authority.

$$\text{Francophone Urban Transportation Allocation} = \left[\left\{ \begin{array}{l} \text{Eligible francophone students transported} \\ \text{Gr. 1 - 12} \end{array} \right. + \left. \begin{array}{l} \text{Eligible francophone ECS funded children transported} \end{array} \right\} \right] \times 3.5 \text{ (weighting factor)} \times \text{Urban Transportation Rate}$$

ALLOCATION CRITERIA

1. A **school jurisdiction** that is an **urban district** or **division** may receive urban transportation funding for each **eligible passenger** and each **eligible transported ECS child**.
2. For an **eligible passenger** or **eligible transported ECS child** of a city, town, village or hamlet with a population:
 - 10,000 or fewer, refer to Section 1. 19;
 - Between 10,000 and 19,999, the rate applicable is the lowest density funding rate provided to rural school jurisdictions;

- Between 20,000 and 29,999, the rate applicable is the mid-point between the above two rates (i.e., The lowest rural density funding rate and the urban transportation rate);
- 30,000 or greater, the rate applicable is the urban transportation rate.

3. An **urban district** may receive funding for a student who is not a **resident student** of the **board** that accesses the **board's** transportation system in accordance with the *Student Transportation Regulation*, section 4, at a point that is 2.4 kilometres or more from the **school** in which the student could be enrolled.
4. If an **urban district** extends its transportation service outside its jurisdiction boundaries to provide service to a non-resident student not covered by a **transportation agreement** or an **educational services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service is not eligible for transportation funding for that student.
5. An **urban district** that claims ECS regular transportation funding must transport or make arrangements for the transportation of **eligible transported ECS children** at a service level that is consistent with the transportation of students under Section 51 (1) of the *School Act*.
6. An **urban district** providing transportation to and from an **ECS program** may charge the **parent** of a **funded child** a fee for the transportation service. The total amount of the transportation fee charged to **parents** shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding the **school board** receives from Alberta Learning.
7. An **eligible passenger** or an **eligible transported ECS child** can only be counted once under this section.
8. Funding is not provided for transporting students or ECS **children** between **schools**.
9. Where a **board** has adopted over-lapping **school** attendance or transportation service areas, eligibility for funding under this section is determined by the **distance** to the **school** nearest the student's residence.
10. If a **resident student** of an **urban district** is enrolled in a **school** of the **parent's** choice outside the attendance area or transportation service area (as defined in the *Student Transportation Regulation*) in which the student resides, eligibility for transportation support is determined by the **distance** to the **school** nearest the student's residence.
11. If a **board** of an **urban district** or **division** transports students residing less than 2.4 km from the **school** within the attendance area or transportation service area (as defined in the *Student Transportation Regulation*) in which the students reside, to a **school** other than the **school** within the attendance area or transportation service area in which the students reside because the enrolment of that **school** is equal to or

greater than its rated capacity, then the number of students so transported that is equal to or greater than the number of students not resident within the attendance area or transportation service area and enrolled in that **school** shall be deducted from the number of **eligible passengers** claimed for funding under this section.

12. Where the **board** of an **urban district** has a rural area under its jurisdiction and is providing transportation services in that area, the **school jurisdiction** may receive funding under the Rural Transportation formula for each **eligible passenger** and each **eligible transported ECS child** residing in the rural area. A **school jurisdiction** claiming both urban and rural transportation must have received prior approval from the **Minister**. Requests for approval should be submitted to the School Reporting Branch.
13. To recognize the dispersion of students for a Francophone authority within an **urban district** a weighted factor of 3.5 will be used for urban Francophone students being transported.
14. Funding shall not be paid under this section for a **funded student** or a **funded child** who is counted under the Special Transportation funding (Section 1.21).
15. Eligible **distance** is determined to be the **distance** from the student's residence to the nearest **school** in the attendance area or transportation service area in which the student resides unless the student is directed by the **board** to attend another **school** for any of the following reasons:
 - **Alternative French Language Programs** (includes French Immersion and bilingual programs) and **Other Language Immersion Programs**;
 - Integrated Occupational courses (IO);
 - Special Education programs to meet the needs of students with severe disabilities;
 - Special Education programs to meet the need of students with mild or moderate disabilities, when **board** criteria have been met;
 - High school CTS programs offered to an advanced level in a specialized classroom facility where the course curriculum requires the instructor to have the technical trade qualification (Courses include Mechanics, Fabrication Studies, Cosmetology and Construction Technology).
16. Students transported by a **board** to an **on-line program** or an **outreach program** accessing 50 percent or more of their educational program at a **school** of the **board** or to a **blended program** at a **school** of the **board** may be claimed as **eligible passengers** under Urban Transportation.

New

PROCEDURES, DOCUMENTATION AND REPORTING

New

1. **Urban districts** are required to submit electronically an Urban Transportation claims form to the School Reporting Branch by November 30. Payment is made on the basis of this submitted information, the Urban Transportation funding rates, and in accordance with the *School Act* and the *Student Transportation Regulation*, A.R. 250/98; amended A.R. 197/2000.
2. Transportation support payments for each new school year will be paid at 100% of the previous year's funded monthly amount until review of the new funding application has been completed. If the new funding application has not been received on December 31, the January payment will be reduced to 75% of the previous year funded monthly amount retroactive to September 1, and continued until the new funding application is received and reviewed.
3. The **count date** for urban transportation funding is September 30. Special consideration for the **count date** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.
4. Urban transportation funding is calculated by multiplying the number of **eligible passengers** and **eligible transported ECS children** by the urban transportation rate.
5. The funding an urban jurisdiction receives for rural students will be calculated using the Rural Transportation formula. These students cannot be included as **eligible passengers** under the Urban Transportation formula.
6. **Urban districts** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request. Items a), b), c), and d) should be kept in an electronic file and made available to Alberta Learning either electronically or on a computer disc:
 - a) Electronic geographic roadway maps of overall attendance areas and transportation service areas;
 - b) Location of each student's residence (street addresses in towns, villages and hamlets);
 - c) Maps of individual bus routes;
 - d) A list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers**;
 - e) Records of **route distance** verified by an official(s) of the **school jurisdiction**;
 - f) Copies of **education service agreements**;
 - g) Copies of **transportation agreements** with **school boards**, **private schools**, **charter schools** and **private ECS operators**;

Revised

- a) Electronic geographic roadway maps of overall attendance areas and transportation service areas;
- b) Location of each student's residence (street addresses in towns, villages and hamlets);
- c) Maps of individual bus routes;
- d) A list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers**;
- e) Records of **route distance** verified by an official(s) of the **school jurisdiction**;
- f) Copies of **education service agreements**;
- g) Copies of **transportation agreements** with **school boards**, **private schools**, **charter schools** and **private ECS operators**;

- h) Copies of current vehicle inspection certificates issued under the *Highway Traffic Act*; and
- i) Copies of contracts with:
 - i) operators of contracted **school buses** for regular transportation;
 - ii) **parents** providing transportation showing amounts paid.

ADDITIONAL INFORMATION

evised 1. **First Nations students with status who reside on a reserve shall not be counted as eligible passengers.**

ALLOCATION FORMULA

1. a) Special Transportation:

$$\text{Special Transportation Allocation} = \left[\begin{array}{l} \text{Number of students with disabilities transported (see Allocation Criteria #1)} \\ \times \text{Applicable special rate (urban or rural) per student with a disability} \end{array} \right] + \left[\begin{array}{l} \left\{ \begin{array}{l} \text{Number of ECS children with disabilities transported (see Allocation Criteria #1)} \\ \times \text{Number of program operation days} \end{array} \right\} \times \text{Rate per round trip} \end{array} \right]$$

b) Weekend Transportation:

$$\text{Weekend Transportation Allocation} = \left[\begin{array}{l} \text{Number of students with disabilities transported on a weekend} \\ \times \text{Weekend Transportation Rate} \end{array} \right]$$

Revised

c) In-home Program Transportation:

$$\text{In-home Transportation Allocation} = \left[\begin{array}{l} \text{Number of scheduled home visits (minimum 4 and maximum 36)} \\ \times \text{Rate per Round trip} \end{array} \right]$$

d) Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:

Funding is provided to **school jurisdictions** for up to 100% of approved costs for the purchase of a wheelchair lift or ramp to be installed on a new or used bus if prior written approval is given by the Director, School Reporting Branch. Applications should be submitted to the School Reporting Branch.

Revised

ALLOCATION CRITERIA

1. Urban or rural **school jurisdictions** may receive special transportation funding for **students** and **children with disabilities** who cannot, because of the severity of their disability, use the transportation services described in Sections 1.19, 1.20, or 1.22 of this manual. The metro urban school jurisdictions (Edmonton and Calgary) are eligible for funding under this section.
2. Special transportation funding is also provided for **children with special needs** who, because of their young age, are not able to ride regular transportation. This includes **children with a severe disability** (ages 2.5 to 4.5 years), and **children with a mild or moderate disability** and **funded children** who are gifted and talented (ages 3.5 to 4.5 years).
3. Program or **school** location shall not be considered when determining eligibility for this funding.
4. Special transportation funding is provided for **children with disabilities** and **students with disabilities** who require special transportation between their residences or boarding places (boarding refers only to **students with disabilities**) and:
 - a) the **school of a school jurisdiction**;
 - b) a **funded private school**;
 - c) a **private ECS operator**; or
 - d) a program at an **institution** operated and/or funded by Alberta Learning:
 - i) which the **student with disabilities** has been directed to attend by the **school jurisdiction** because the **school jurisdiction** does not operate a suitable program; or
 - ii) which is the closest suitable and available program offered.
5. To claim special transportation funding for a **student with disabilities** attending a **funded private school**, the **school jurisdiction** must have directed the student to attend that **school**.
6. Weekend Transportation
 - a) Weekend transportation support is paid to **school jurisdictions** when **students with disabilities** are transported on weekends between their permanent residences and their boarding places by their **parents** and are attending:
 - i) the **school of a school jurisdiction**; or

- ii) a funded private school.
- b) Funding for weekend transportation is paid to the **school jurisdiction** of the **district or division** in which the **parent of the student with a disability** resides.

7. In-Home Program Transportation (Funded children only):

Revised

- a) For the purposes of this section, in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child with a disability** enrolled in an in-home program.
- b) In-home transportation funding will be paid according to the number of **home visits** as follows:
 - i) a minimum of 4 visits and a maximum of 36 visits for a program unit **funded child**;
 - ii) a maximum of 22 visits for a **child with a mild or moderate disability**.

8. Transportation costs incurred for field trips or in-program activities cannot be claimed under this funding. These costs may be claimed for **children with severe disabilities** under Program Unit Funding.

PROCEDURES, DOCUMENTATION AND REPORTING

1. Urban and rural **school jurisdictions** are required to submit electronically a Special Transportation and Boarding claim form to the School Reporting Branch by November 30. Payment is made on the basis of the submitted information, the funding rates and in accordance with the *School Act* and the *Student Transportation Regulation, A.R. 250/98; amended A.R. 197/2000*.

New

2. Transportation support payments for each new school year will be paid at 100% of the previous year's funded monthly amount until review of the new funding application has been completed. If the new funding application has not been received on December 31, the January payment will be reduced to 75% of the previous year funded monthly amount retroactive to September 1 and continued until the new funding application is received and reviewed.

3. The **count date** for special transportation funding is September 30. Special consideration on **count dates** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.

Forms

- **2004/2005 Program Unit Funding Application (04AL2.3a)**
- **ECS PUF Statement of Actual Expenditures for School Jurisdictions (04AL2.3b)**
- **Application – ECS Transportation (04AL2.4)**
- **PUF Application Adjustments Form (04AL2.3c)**

**2004-2005 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES**

Refer to Part 1, Section 1.6 (School Jurisdictions) and Part 2, Section 2.3 (Private ECS Operators) of the Funding Manual For School Authorities for information on the completion of this application.

Submit one copy of this application for each school/centre to School Finance.

Name of School Jurisdiction/Private School/Society: _____

Name of School/Centre: _____

Address: _____ Postal Code: _____

Contact Person: _____ Telephone No: _____

Fax No: _____ E-Mail Address: _____

Number of Program Unit children:
(claimed on this application)

Budget Amount:
(for this application)

\$

Have any of these Program Unit children been with a previous operator?

YES

NO

Has Base Instruction funding been claimed for these children?

YES

NO

NOTE: • The budget amount is subject to change upon review by Alberta Learning staff.
• Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program plan has been developed and will be carried out for each child on this application and that:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 1, Section 1.6 or Part 2, Section 2.3 of the Funding Manual For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).
- Long term plans for the child(ren) have been discussed with the receiving school authority(ies).

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements and that the information provided on this application is correct.

(Signature of Secretary-Treasurer)

(Date)

FOR DEPARTMENT USE:

APPROVED BY: _____ **Amount Approved:** \$ _____
(Signature of Performance Certifier)
Special Programs Branch

Date Approved: _____
(Signature of Expenditure Officer)

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

Severe Cognitive Disability (Code 41)

A funded child with a severe cognitive disability is one who:

- a) has severe delays in all or most areas of development;
- b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
- c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
- d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and
- e) has scores equivalent to the severe to profound levels on an adaptive behavioural scale (e.g., AAMR Adaptive Behaviour Scales-School: Second Edition (ABS-S:2), Vineland Adaptive Behaviour Scales, Scales of Independent Behaviour - Revised).

Severe Emotional/Behavioural Disability (Code 42)

A funded child with a severe emotional/behavioural disorder is one who:

- a) displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children. For example, the child could be dangerously aggressive and destructive (to self and/or others), violent and/or dangerously compulsive; and
- b) has either a diagnosis or a statement by a qualified professional indicating that the child experiences severe behavioural difficulties.

A clinical diagnosis within the last 2 years of a severe emotional/behavioural disorder by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation on the nature, frequency and severity of the disorder by school authorities. In the case of an ECS child who is not currently placed in an educational environment, extensive documentation of the nature, frequency, and severity of the disorder by the referring specialist may suffice. The effects of the disability on the child's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a severe emotional/behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: Attention-Deficit/Hyperactivity Disorder (AD/HD), Attention Deficit Disorder (ADD).

Note: ECS children diagnosed with Fetal Alcohol Spectrum Disorder (FASD) in the most severe cases should be reported under Code 44 rather than Code 42.

Severe Multiple Disability (Code 43)

A funded child with multiple disabilities is one who:

- a) has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the child functioning at a severe to profound level; and
- b) requires significant special programs, resources and/or therapeutic services.

ECS children with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example:

- An ECS child with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.
- An ECS child with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/behavioural disability.

The following mild or moderate disabilities cannot be used in combination with other disabilities to qualify under Code 43:

- Attention Deficit/Hyperactivity Disorder (AD/HD)
- Emotional/Behavioural Disabilities
- Speech and Language Related Disabilities

ECS children diagnosed with Down Syndrome in the most severe cases should be reported under Severe Multiple Disability (Code 43).

Severe Physical or Medical Disability - including Autism (Code 44)

A funded child with a severe physical, medical or neurological disability is one who:

- a) has a medical diagnosis of a physical disability, a specific neurological disorder or medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment); and
- b) requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A child with severe autism or other severe pervasive developmental disorders is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to demonstrate impairment in the following areas:

- social interaction; and
- communication; and
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category. A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with FASD. Children with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention and concentration, will need extensive intervention and support.

Deafness (Code 45)

A funded child with a profound hearing loss is one who:

- a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
- b) requires extensive modifications and specialized educational supports; and
- c) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a child has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

Blindness (Code 46)

A funded child with severe vision impairment is one who:

- a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
- b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a child has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those children who may be difficult to assess (e.g., cortical blindness – developmentally delayed), a functional visual assessment by a specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Severe Delay Involving Language (Code 47) – For ECS children only.

Revised

A child with a severe delay involving language is one who has difficulty communicating with peers and/or adults because of a severe delay in expressive, receptive or total language. Please use the following criteria for determining eligibility in this category:

- a) A child who has sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive, receptive or total language. If formal language assessment is not possible, a parental report and/or observational measure may be used; or
- b) A child who has a severe phonological delay and at least a moderate expressive, receptive or total language delay (on a formal assessment of language); or
- c) A child who has at least a moderate to severe expressive, receptive or total language delay (on a formal assessment of language) and at least a moderate to severe delay in one or more of the following areas of development: fine motor, gross motor, vision, hearing.

Alberta Learning criteria for a severe delay involving language are based on a child's developmental profile, not on individual subtest scores in any single area of development. Eligibility documentation must include an assessment completed by a Speech and Language Pathologist that includes the results of measures used and a description of the child's communicative ability. In order to qualify, the language delays must have a significant impact on areas such as: functional language, social use of language, vocabulary, language concepts, mean length of utterance, grammar and acquisition of early literacy. If the child qualifies on the basis of a language delay in combination with delays in other areas, those areas of delay must be assessed by an appropriate specialist and must result in a significant impact on the child's ability to function in an ECS environment.

Assessment reports that were completed within six months of the day the child begins his/her program must be submitted to the Special Programs Branch for pre-approval of the child's eligibility or with the PUF application.

Clustering must be the first option considered when planning programming for these children. In most cases a 475-hour program is sufficient.

Children with moderate to severe delays in two or more non-associated areas (not including language) should be identified under Code 43.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

Alberta Student Number (ASN)	Name of Child Surname/Given Name(s)	Age	Dept Use Only	Date of Birth Yr. Mo. Day	Location(s) of Child's Program (Including AM or PM)	R or N*	**Assessed Primary Disability Code	Date Programs Starts			Date Program Ends			Number of Centre Program Hours	In-Home Programs***
								Yr.	Mo.	Day	Yr.	Mo.	Day		
FIRST PROGRAM UNIT															
1.															
2.															
3.															
4.															
5.															
6.															
SECOND PROGRAM UNIT															
1.															
2.															
3.															
4.															
5.															
6.															
THIRD PROGRAM UNIT															
1.															
2.															
3.															
4.															
5.															
6.															
FOURTH PROGRAM UNIT															
1.															
2.															
3.															
4.															
5.															
6.															

* Please indicate whether it is (R) for a renewal application or (N) for a new application

** Refer to assessed primary disability by code: i.e. Code 41 Severe Cognitive Disability, Code 42 Severe Emotional/Behavioural Disability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness, Code 47 Severe Delay Involving Language. For Code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

*** Please show the total number of home visits for the school year and the total number of hours these visits comprise.

04AL2.3a

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT NAME(S)

PROGRAM UNIT COSTS

INSTRUCTIONAL COSTS

Salaries and Wages (# of hours _____ X _____ rate per hour) \$ _____
(# of hours should not exceed the child's program hours by more than 10%)

Employer's Portion of Fringe Benefits \$ _____

Services Purchased (Please specify service with # of hours and rate per hour) \$ _____

Supplies and Materials (Please attach a list if > \$500 per child) \$ _____

PARENT INSERVICE – please specify _____ \$ _____

STAFF INSERVICE – please specify _____ \$ _____

TRANSPORTATION COSTS:

- Transportation: to and from school # trips _____ X \$ _____
- In-Home Programs # visits _____ X \$ _____
- Other: Field Trips _____
- In-Program Transportation _____

Total Transportation Costs _____ (A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See *Funding Manual*, Part 2, Section 2.4 and 2.5 for Private ECS Operators and Part 1, Sections 1.19 - 1.22 for School Jurisdictions.)

- Special Transportation # trips _____ X \$11.97 _____
- Regular Transportation # children _____ X \$445/yr _____
- In-Home Transportation # visits _____ X \$11.97 _____
- Other Transportation Revenues (i.e., fees) _____

Total Transportation Revenues _____ (B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenues (B), if difference is negative enter 0) \$ _____

CAPITAL COSTS (child specific only)

Furniture and Equipment: Please specify: _____ \$ _____

Note: Please attach to this application a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL PROGRAM UNIT COSTS \$ _____

Guidelines for the above expenditure areas are found in the *Funding Manual*, Part 1, Section 1.6 or Part 2, Section 2.3

DEPT. USE ONLY CEILING AMOUNT (based on program hours and # of home visits) \$ _____

**TOTAL ECS PROGRAM BUDGET FOR
DESIGNATED SPECIAL EDUCATION ECS PROGRAMS APPLYING FOR PROGRAM UNIT FUNDING (PUF)**

INSTRUCTIONAL COSTS

Salaries and Wages (Please attach breakdown of # of teachers, aides, etc. and costs)	\$ _____
Employer's Portion of Fringe Benefits	\$ _____
Services Purchased (Please attach breakdown of type of service and cost)	\$ _____
Supplies and Materials (Please attach a list if > \$500 per child)	\$ _____

PARENT INSERVICE

STAFF INSERVICE

TRANSPORTATION COSTS:

• Transportation: to and from school	# trips _____ X \$ _____	_____
• In-Home Programs	# visits _____ X \$ _____	_____
• Other: Field Trips	_____	_____
• In-Program Transportation	_____	_____
Total Transportation Costs		(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See *Funding Manual*, Part 2, Sections 2.4 and 2.5 for Private ECS Operators and Part 1, Sections 1.19 - 1.22 for School Jurisdictions)

• Special Transportation	# trips _____ X \$11.97	_____
• Regular Transportation	# children _____ X \$445/yr.	_____
• In-Home Transportation	# visits _____ X \$11.97	_____
• Other Transportation Revenues	_____	_____
Total Transportation Revenues		(B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenue (B), if difference is negative, enter \$0) = \$ _____

FACILITY COSTS: (Please attach a list of costs) \$ _____

ADMINISTRATION: Please attach a breakdown of costs) \$ _____

CAPITAL COSTS:

Furniture and Equipment: (Please attach a list of costs)	\$ _____
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TOTAL ECS PROGRAM COSTS	\$ _____
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LESS: APPLICABLE REVENUES

Alberta Learning Base Instruction	\$ _____
Mild or Moderate	\$ _____
Plant Operation and Maintenance	\$ _____
Alberta Learning Other (please attach a list)	\$ _____
ECS Administration	\$ _____
(private ECS operators only)	\$ _____
Other Revenues (please specify)	\$ _____

TOTAL REVENUES	\$ _____
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**NET ECS PROGRAM COSTS ELIGIBLE FOR PROGRAM UNIT FUNDING
(total costs minus total revenues)**

\$ _____

Guidelines for the above expenditure areas are found in the *Funding Manual*, Part 1, Section 1.6 or Part 2, Section 2.3

DEPT. USE ONLY: CEILING AMOUNT (based on children's program hours and number of home visits)

\$ _____

**ECS PROGRAM UNIT FUNDING
STATEMENT OF ACTUAL
EXPENDITURES
FOR SCHOOL JURISDICTIONS**

NAME OF SCHOOL JURISDICTION: _____

- Complete one statement of actual expenditures for all Program Unit Funded (PUF) children (except designated special education ECS programs).
- School jurisdictions with approved Designated Special Education ECS programs must complete a separate form for each designated program.
- Final payment of PUF will be based on the lesser of actual expenditures, approved budget amount, and ceiling amount.
- Guidelines for expenditures are found in the *Funding Manual for School Authorities*, Part 1, Section 1.6.

Contact Name: _____ Telephone No. _____

CERTIFICATION

FUNDING CALCULATION:

i) Actual Expenditures (from page 2)	\$ _____
ii) Approved Budgets Total (dept. only)	\$ _____
iii) Funding Ceiling Total (dept. only)	\$ _____

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

(Signature of Secretary-Treasurer)

(Date)

FOR DEPARTMENT USE ONLY:

Allocation Approved \$ _____

APPROVED BY: _____

(Signature of Expenditure Officer)

(Date)

**ECS PROGRAM UNIT FUNDING
STATEMENT OF ACTUAL EXPENDITURES
FOR SCHOOL JURISDICTIONS
2004/2005 SCHOOL YEAR**

NAME OF SCHOOL JURISDICTION: _____

INSTRUCTION	ACTUAL EXPENDITURES	
Salaries and Wages	\$ _____	
Employer's Portion of Fringe Benefits	\$ _____	
Services Purchased	\$ _____	
Supplies and Materials	\$ _____	
PARENT INSERVICE/STAFF INSERVICE	\$ _____	
TRANSPORTATION COSTS:		
	Actual Cost (A)	Revenue (B)
To and From School	\$ _____	\$ _____
In-Home Visits	\$ _____	\$ _____
Other	\$ _____	\$ _____
TOTALS	\$ _____	\$ _____
NET Transportation Costs: (A) – (B) (if difference is negative, enter 0)	\$ _____	
ADMINISTRATION COSTS (for Designated Sp. Ed. ECS Operators only)	\$ _____	
CAPITAL: FURNITURE AND EQUIPMENT (ONLY capital equipment approved on a budget should be claimed.)	\$ _____	
Please attach a list of capital items purchased indicating the child's name beside each.		
TOTAL ECS PUF EXPENDITURES	\$ _____	

FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS ONLY

- Please indicate the number of ECS children enrolled on Sept. 30 for this program:
Base Instruction and any other applicable revenues for these children will be applied to the total program costs and the net costs will be eligible for program unit funding.

**EARLY CHILDHOOD SERVICES
APPLICATION FORM
TRANSPORTATION FUNDING
2004/2005 School Year**

Only funded children enrolled as of September 30 may be claimed on this form.

Name of Private ECS Operator _____

INSTRUCTIONS:

Complete this form using:

- a) the number of children with disabilities being transported.
- b) the number of days transported.
- c) the number of regular children being transported.
- d) the number of planned in-home visits.

DATE PROGRAM BEGINS: _____ **DATE PROGRAM ENDS:** _____

1 Regular Transportation (private ECS operators only)

Number of eligible transported ECS
children transported by a school bus,
public transit system, or parent.

_____ X \$445 = \$ _____

2 Special Transportation

Total number of days transported for
all ECS children with disabilities
requiring special transportation.

_____ X \$11.97 = \$ _____

Number of special needs children
requiring special transportation.

3 Home Visits

Total number of home visits for all
ECS children with special needs.

_____ X \$11.97 = \$ _____

Number of special needs children home visits are provided for.

CERTIFICATION

I certify that to the best of my information and knowledge, the number of children transported, the number of in-home visits, and the number of days transported, are correct.

(Signature of Secretary-Treasurer)

(Date)

**Program Unit Funding
PUF Application Adjustments Form
2004/2005 School Year**

NAME OF SCHOOL AUTHORITY: _____

NAME OF SCHOOL: _____

To be completed for PUF children who have left your program earlier than reported on your PUF application, please provide the following information so that your PUF budget and ceiling can be adjusted. (One form per unit)

Alberta Student Number (ASN): _____

Child's Name: _____

Child's Program Start Date: _____ End Date: _____

Number of centre program hours provided: _____

Number of Home Visits Provided: _____ Number of Home Visit Hours: _____

ESTIMATE OF COSTS INCURRED: Please provide a breakdown by cost category (if child is in a cluster, please provide revised budget for all children in the cluster)

Teacher Assistant Salaries/wages (# of hours _____ x _____ rate per hour) \$ _____

Employer's Portion of Fringe Benefits \$ _____

Services Purchased (Please specify service with # of hours and rate per hour) \$ _____

(# of hours _____ x _____ rate per hour)

(# of hours _____ x _____ rate per hour)

(# of hours _____ x _____ rate per hour)

(# of hours _____ x _____ rate per hour)

Supplies and Materials \$ _____

Parent In-service \$ _____

Staff In-service \$ _____

Transportation Costs:

- To and from school # trips _____ x \$ _____ \$ _____
- In-Home Programs # visits _____ x \$ _____ \$ _____
- Other: Field Trips \$ _____
- In-Program Transportation \$ _____

Total Transportation Costs \$ _____

Capital Costs: \$ _____

Total PUF Costs: \$ _____



